

**DEVELOPING LEARNING ENGLISH MODULE FOR MOUNT MERAPI LAVA TOUR
GUIDES IN DESA WISATA KEMBANG ARUM DONOKERTO TURI SLEMAN**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Education**



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2014**

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IN DESA WISATA KEMBANG ARUM DONOKERTO TURI SLEMAN

A Thesis



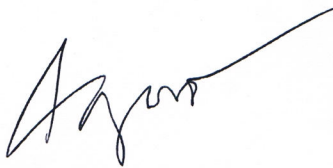
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TURI SLEMAN

A THESIS


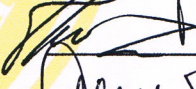
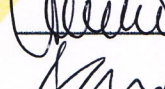
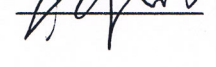
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TURI SLEMAN**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 21 Juni 2014

Penulis



Tiara Sandi Winar Saputri

MOTTOS

"So, verily, with every difficulty, there is a relief."

(QS. Al Insyirah: 5)

"Don't be afraid of something that hasn't happened yet."

"If you have a dream, go to it

If you cannot go, crawl to it

If you cannot crawl,

Face the direction of that dream!"

"YOU'LL NEVER WALK ALONE"

DEDICATIONS

This thesis is dedicated to:

- 1..... **My mother,**
LulukAstini.
- 2..... **My mother,**
LulukAstini.
- 3..... **My mother,**
LulukAstini.
- 4..... **My father,**
ArisWinarno.
- 5..... **My brother, Ardhian**
Sandi Putra Perdana.
- 6..... **My brother,**
FitraRahadiyan Tri Saputra.
- 7..... **My sister,**
NareswariKenyarMaharesi.
- 8..... **Lover**
VincentiusTuttoArdito.

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Alhamdulillahirabbil'alamin. I said it when I finished writing the last page of this great work. All praise is due to Allah SWT, The Only One whom all mankind depend on. I would not be able to finish this thesis without His Blessings and Miracles.

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the elementary schools.

Yogyakarta, June 21st2014

Tiara Sandi WinarSaputri

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ABSTRACT

The objectives of this research are (1). To find out the target needs of the tour guides in DesaWisataKembang Arum, and (2) to develop appropriate English learning module for tour guides in DesaWisataKembang Arum.

This study is a Research and Development (R and D). The subjects were the tour guide in DesaWisataKembang Arum DonokertoTuriSleman. The steps of this researcher consisted of 5 steps. The steps involved conducting a needs analysis, writing a course grid, designing the first draft, evaluating the first draft by expert's judgment and revising and writing the final draft. The instruments of the research are questionnaires, interview guidelines, and observation guide. The questionnaires were analyzed quantitatively and qualitatively, whereas the data from the interviews and observations were analyzed qualitatively. In the first stage, a questionnaire and interview guide was used to gather the learners' needs. Then in the next stage, the data from the needs analysis was used to write the course grid. The course grid then was used as guidance in writing the first draft of materials. The first draft of the materials was then evaluated by the materials expert. The results of the evaluation then were used as the basic for writing the final draft of the materials.

Based on the respondent evaluation of the developed materials, it can be concluded that the English learning module for tour guides in DesaWisataKembang Arum are appropriate for tour guide. The respondents are agreed with the materials. It means that the English learning module for tour guides in DesaWisataKembang Arum have fulfill the requirement for the appropriate materials.

CHAPTER I

INTRODUCTION

This chapter is divided into six parts. The first part discusses about the background of the study. The second part is about the identification of the problems. The third part discusses about the limitation of the study. Then the fourth part is the formulation of the study. The next part is about the objectives of the study. Finally the last part explains about the significance of the study.

A. Background of The Problem

Kembang Arum Tourism Village (DewiKembar), Donokerto, Turi, Sleman lies in Merapi line area. Kembang Arum village can be reached about 45 minutes from Jogjakarta City by vehicles. After you pass a winding road you will see a small board before entering Kembang Arum village. The atmosphere is calm with traditional houses and fresh air. Kembang Arum village can be called as Education Tourism Village because the visitors do not only enjoy the surrounding and the locals hospitality but also the knowledge and experience. There is educational atmosphere you can get there. You come happily and leave smarter.

Kembang arum tourism village is located in Sleman with 22 hectares large. It became the first winner in Tourism Village Festival in 2008. There are many kinds of tour which are conducted in Kembang Arum. The activities and tours are : MICE, gallery village tour, farm trip, Kraton tour, Pindul Cave and

Wonosari Beach Tour, Prambanan Tour by Motorbike and Jeep, Rafting, City Walk (Malioboro Walk), Culinary Tour, Jeep Community, and Lava Tour.

Lava Tour was originally a tour package to see the activity of Merapi Volcano. After the eruption of Mount Merapi, which occurred on the 26th of October 2010, Lava Tour becomes a special interest for the tourist in the form of a stretch of land damaged by the eruption of Mount Merapi. The existence of the tourist activity makes a lot of people who depend economically on it. To see the importance of local communities on Lava Tour, it is necessary that this tourism feasibility study was conducted.

Some studies showed that a tourism activity on Lava Tour was suitable as a sustainable tourism. Based on the social aspects of tourism, Lava Tour received positive support from the local community, while relied on the economic aspect, Lava Tour improved the economic condition of the community and of aspects of the physical environment showed that the presence of Lava Tour activity area which was damaged by the eruption of Mount Merapi, the damaged areas can be recovered.

It cannot be denied that English is a language that many people in the world should master. The spread of English is in many areas such as trade, travel, economics, technology, academics, discourse, culture, and tourism. English is an international language for many countries in Europe, USA, even in Asia. According to Harmer (2001:1), English becomes a lingua franca by means

English becomes a second language for two speakers whose have different native languages.

In Indonesia, English has become an important foreign language. Based on the Indonesian government in the Law No.20, 2003 concerning the National Education System Item 36.1.3 of Chapter Explanation of the law, English is an important international language in establishing global relationship. Therefore, the English exists as either compulsory or additional subject in the Indonesian schools.

On the other hand, all guides in Kembang Arum can speak English but not English for guiding. They just know English related to their study background, such as Law, Art, Science, or Education. As the tour guide they need to know the terms which are commonly used in guiding.

For these reasons, this study is aimed to develop the English module for the guides in Kembang Arum because their exsisting English skill is not the English skills needed in conducting tours.

B. Identification of The Problem

Language teaching and learning process commonly involves three components namely input, process and output. According to Hutchinson and Waters (2000:108), input is like stimulus materials for activities that provide new language items, show correct model of language use, presents topic for communication, and provides opportunities for the learners to use their information processing skill and knowledge of the language and the subject matter. From the definition, materials are significant elements in language

teaching and learning process. Therefore, a language teacher should prepare well effective and appropriate materials for their learners for the importance of materials existence in language and learning process.

From the tours above, some tours are really close to the daily life that the guides can easily explain the guiding materials because the materials are the general things such as the culinary tour, village tour, city walk, and so on. While some tours really demand the guides to read a lot because the materials contain the history or knowledge that can be checked in many media including in the internet such as the, Kraton tour and Prambanan temples tour. So a small mistake can be fatal for the Kembang Arum credibility. In fact, currently Kembang Arum does not provide the materials about each tour, especially the materials related to the English skills needed in each tour to facilitate the guide.

Guides as the front line people who make contact with the guest, the guides have another role: they also become hosts for the guests in Kembang Arum. So, by being able to communicate in English, the guides can treat and explain them well. It will create a good impression and promote Jogjakarta, especially Kembang Arum Tourism Village to the guest. Therefore, from the descriptions above, it can be said they are all the reason why the researcher focuses on the study to develop manual guide for the guides in Kembang Arum Turi Sleman. Because English has become the guides need for communicating with the guests (foreign guest).

C. Limitation of The Problems

This study is limited on the material about the knowledge of the Merapi Lava tour that best suits to the need of the Kembang Arum guides since it is the most wanted tour compared to Kraton tour and other cave tour. Such limitation is based on two reasons. First, the practicability. Since the guides will explain the story of Eruption of Mount Merapi the foreign tourists by using English, then they need the English learning Manual guide (Module).

The reason why they need a manual guide, not an English class, is because it is very difficult to gather them all in the same place and time to conduct a class due to their business outside Kembang Arum. It is because they are just freelancer, drawer, and dancer then they also have other part time jobs. Most of them are also still very active in their campus to have classes almost everyday.

D. Formulation of the problem

Based on the background, identification, and limitation of the problem, the problem can be formulated as follows:

1. What are the target needs of the tour guides?
2. What is the appropriate English module for the guides in *Desa Wisata Kembang Arum, Turi, Sleman*?

E. Objective

There is a problem formulation which is mentioned above. In accordance with the problem formulation above, this is the objective of the study:

1. To know the target needs of the tour guides,
2. To design the appropriate English manual guide for the guides in *Desa Wisata Kembang Arum*, Turi, Sleman.

F. Research significant

This research is expected to give a valuable contribution to English language teaching and learning process in *Desa Wisata Pendidikan Kembang Arum*, Sleman. The valuable contributions can be seen as the followings:

1. For the guide

The result of this research can be useful to develop their English communication skill in their job and improving the ability of the guide to speaking English with the native guest.

2. For the next researcher

The result of this study can be an inspiration and a reference for other students as researchers to conduct similar study on different fields of study.

3. For materials designers

The result of this study can encourage the material designers to develop materials that are suitable with the students' needs and characteristics.

4. For government

The result of this study can encourage the government to design effective and appropriate English materials, especially English materials

for tourism which are based on the curriculum and suitable for students. It can also increase government income for tourism.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

1. Theoretical Review

A. Adult Learners

Most of adult were taught in a traditional and passive classroom. It is because the students in the elementary school has different characteristics from the others students at the upper grade. Since this study is to develop English materials for guides, so the characteristics of adult learners are important to be drawn.

Harmer (2001:38) states adult language learners notable for a number of special characteristics:

- a. They can engage with abstract thought. Those who succeed at language learning in later life, according to Steven Pinker, "... often depend on whom language acquisition naturally happens" (Pinker 1994:29). This suggests that we do not have to rely exclusively on activities such as games and songs-though these may be appropriate for some students.
- b. They have whole range of life experiences to draw on.
- c. They have expectations about the learning process, and may already have their own set patterns of learning.

- d. Adult tend, on the whole, to be more disciplined than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities.
- f. Unlike young children and teenagers, they often have clearly understanding of why they are learning and what they want to get out of it. As we shall see in knowing what you want to achieve is an important part of this.

The tour guides of *Desa Wisata Kembang Arum* are mostly the university students and junior high school students. It means that they are included to the Adult learners. To make a Manual Guide book (Module) for the adult learners also need to know the characteristics of the adult learners. Whyne (2012) also states that Adult learners have characteristics that set them apart from 'traditional' school or college learners. All adults come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts on how and why they participate in learning. While each student has individual learning needs.

Related to that statement, she also mentions the characteristics of the adult learners. These are the characteristics.

- a) Adults have accumulated life experiences. Adults come to courses with experiences and knowledge in diverse areas. They

tend to favor practical learning activities that enable them to draw on their prior skills and knowledge. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.

- b) Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationships, work, community, politics, etc. These views cannot be dismissed and must be respected.
- c) Adults are intrinsically motivated. Learners increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed and learn better when material is related to their own needs and interests. For learners to be fully engaged in learning their attention must be fully focused on the material presented.
- d) Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.
- e) Adults learn best in a democratic, participatory and collaborative environment. Adults need to be actively involved

in determining how and what they will learn, and they need active, not passive, learning experiences.

- f) Adult students are mature people and prefer to be treated as such. Being 'lectured at' causes resentment and frustration.
- g) Adults are goal oriented / relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centered rather than subject-centered. Adults tend to be more interested in theory when it is linked to practical application.
- h) Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. Where a student is directed by someone else to attend a course, e.g. by an employer, then that individual may not be ready to learn or may not see the value in participating on that course. This can lead to a mismatch of goals between all parties - student, employer and trainer.
- i) Adults are practical and problem-solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning

exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered.

- j) Adults are sometimes tired when they attend classes. Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class.
- k) Adults may have insufficient confidence. Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure. This can manifest itself in many ways, as indicated in the next section.

Talking about the characteristics of adult learners, Brundage and Mancheecher (1989) argue that, from the first lesson learners have a right to be involved in the decision making process about what they should learn, how they should learn, and how they might be evaluated.

They also following set of principles underpins of adult learning. Brundage and Macheracher (1980), formulated characteristics of adult learners:

- a) Adult who value their own experience as a resources for further learning or whose experience is valued by others are better learners.

- b) Adult learn best when they are involved in developing learning objective for themselves that are congruent with their current and idealized self-concept.
- c) Adult have already developed organized ways of focusing on, taking in, and processing information. These are referred to as cognitive style.
- d) The learner reacts to all experience as he/she perceives it not as the teacher present it.
- e) Adult enter into learning activities with an organized set of descriptions and feeling about themselves that influence the learning process.
- f) Adult are more concern with whether they are changing in direction of their own idealized self-concept than whether they are meeting standards and objectives set from others.
- g) Adult do not learn when over stimulated or when experiencing extreme stress anxiety.
- h) Adult who can process information through multiple channels and have learnt how to learn are the most productive learners.
- i) Adult learn best when the content is personally relevant to past experience or present concern.

- j) Adult learn best when novel presented through a variety of sensory modes and experiences with sufficient repetitions and variations themes do allow distinctions in pattern to emerge.

Hence, adult indeed have their own unique and different characteristics from children or teens (as language learners). The teaching of English for guides in *Desa Wisata Kembang Arum* is closely related to the teaching of ESP. In ESP English is not taught separately from the students' real world, but it is integrated into a subject matter area that it is important to the students.

B. English for Specific Purposes (ESP)

In the discussion of ESP, the researcher includes four important things. These are related to the definition of ESP, the characteristic of ESP, the classification of ESP, and the needs analysis in ESP.

a. The Definition of ESP

English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's reason for learning (Hutchinson and Waters, 1987: 19). ESP is an approach to language teaching which is based on the learner's need. It should properly be seen not as any particular language product but an approach to language teaching directed by specific reasons for learning.

Hutchinson and Waters (1987: 18) explain that there are three statements to help people define ESP by showing what ESP is not. First, ESP is not a matter of teaching ‘specialized varieties’ of English. That the language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Secondly, ESP is not just a matter of science words and grammar for scientist, hotels words and grammar for hotels, and so on. There is much more to communication than just the surface features of language expression. Third, ESP is not different in kind from any other form of language teaching in that it should be based, in the first instance, on principles of effective and efficient learning. There is no reason to suppose that the processes of learning should be different for ESP learners than for the general English learners. There is no ESP methodology but it could just as well have been used in the learning of any kind of English.

b. Needs Analysis for ESP

Hutchinson and Waters (1987: 12) state that the purpose of an ESP course is to enable learners to function adequately in a target situation, that is the situation in which the learners will use the language they are learning. Then the ESP course design process should be proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistics features of that

situation. The identified features will form the syllabus of the ESP course. This process is usually known as a needs analysis.

Burden and Byrd (1990) explains that a needs analysis tries to identify the students' aptitudes, aspirations, backgrounds, problems, and the level of learning that have been reached by the students. Needs analysis will help the teachers to make a number of planning decisions, to group the students, to decide the strategies and learning activities, and to capitalize on students' strength and motivation. While Richards (2001: 54) explain the meaning of needs as the difference between what a learners can presently do in a language what her or she should be able to do.

In more specific way, Hutchinson and Waters (1987: 55-63) classify the needs into target needs and learning needs. Target needs include necessities, lacks, and wants. It refers to what the learner needs to do in the target situation. The target needs are used to gain sufficient data and to develop the materials. The first target needs are necessities. Necessities are types of needs determined by the demand of the target situation; that is what the learner has to know in order to function effectively in the target situation. The second target needs are lacks. Hutchinson and Waters point out that it is important to know what the learners know already to decide which of the necessities the learners lacks. The learner's lack refers to the gap between the target of proficiency and the

existing proficiency of the learner. The third target needs are wants. They are defined as what the learners want to know and learn about the subject. The learners may have a clear idea of the necessities of the target situation and of their lacks. They also have a view to what they want or they need.

c. The Characteristics of ESP Program

Strevens in Dudley-Evan and St John (1998:3) propose some characteristics of ESP Program. They classify the characteristics into two namely absolute and variable characteristics. The absolute characteristic are the English language teaching is designed to meet specified needs of the learners, the content deal with particular disciplines, activities and occupations; the language usage is appropriate to those activities in syntax, lexis, discourse, and semantics; and over all it is different with “General English”. Meanwhile, the variable characteristics are strictly improving specific skills needed by learners such as listening, speaking, reading, or writing only, teaching methodology used is suitable to the learners ability and learning objectives.

Robinsons in Dudley-Evans and St. John (1998:3) state her definitions of ESP based on two key defining criteria and a number of characteristics. The criteria are that ESP is “normally goal-directed” and those ESP courses develop from needs analysis. The characteristics are that ESP courses are generally constrained by a

limited time period and are taught to adults in homogenous classes in terms of the work or specialist studies that the learners are involved in.

Dudley-Evan and St John (1998:4) offer a modified definition of ESP using absolute and variable characteristics. Their definitions are as follows:

1) Absolute characteristics

- a) ESP is designed to meet specific needs of the learner.
- b) ESP makes use of the underlying methodology and activities of the disciplines it serves;
- c) ESP is centered on the language (grammar, lexis, register), skills discourse and genres appropriate to these activities.

2) Variable characteristics

- a) ESP may be related to or designed for specific disciplines;
- b) ESP may use, in specific teaching situations, a different methodology from that of General English;
- c) ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could however, be used for learners at secondary school level;

d) ESP is generally designed for intermediate or advance students. Most ESP courses assume basic knowledge of the language systems but it can be used with beginners.

In short, it can be conclude that ESP program is designed to meet specific learners needs in which the information about the needs are based on need analysis. Language centered of the course such a grammar, lexis, register, skills, discourse, is suitable to the particular disciplines, activities, or occupations. Methodology that underlines the ESP program is different from General English. Activities in ESP program help much improving particular language skills needed by the learners. In addition, the ESP program usually has homogenous classes in which the learners in a class have the same specialization at work or study and they are usually adult learners.

d. The Classification of ESP

According to Hutchinson and Waters (1987:16), ESP can be classified based on the general nature of learners needs , ESP is divided into three large categories: 1) ESL (English for Science and Technology). 2) EBE (English for Business and Economics). 3) ESS (English for the Social Sciences). Each category is divided into two smaller categories, which help to distinguish two situations, namely EOP (English for Occupational Purpose) taught

in a situation in which learners need to use English as part of their work or professional, and EAP (English for Academic Purpose) taught generally within educational institutions to the learners who needs in their study. The language may be based on particular disciplines at higher levels of education.

As stated in the previous part, ESP is focused on preparing the learners to communicate effectively through the task related to their work situation (Evand and John 1998: 1), therefore Communicative Language Teaching (CLT) will be the effective approach to deliver the material in the English learning guidebook for the guide

C. Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is an approach to second or foreign language teaching that emphasizes interaction as both the means and the ultimate goal of language learning. CLT is broad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language. CLT places great emphasis on helping students use the target language in a variety of contexts and on learning language function.

a. The Definition of CLT

Larsen and Freeman (2000: 121) state that communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Other source, Richards and Rodger (1986: 17) explain that communicative language learning is based on the view that language is a vehicle for the expression of functional meaning. It emphasizes on the semantics and communicative dimension rather than merely on the grammatical characteristics of a language. It focuses on communicative proficiency rather than on mere mastery of language structure.

Communicative language teaching makes use of real life situation that necessitates communication. The teacher sets up a situation that students are likely to encounter in real life (Galloway: 1993). This is in line with Hariyanto's view in Sadtono (1997: 113) that CLT enables the learners to use the language to communicate in social contexts, this is, it is appropriate to the settings, topics, and participants of the course.

In the context of the present study, CLT is the most suitable approach to teach English to tour guides in *Desa Wisata Kembang Arum*. It can be seen from the fact that CLT can promote the use of

language for communication in social context, so that the learners will be able to use English appropriately in their job as a *Desa Wisata* tour guide.

b. The Goal of CLT

Richard (2006: 2) states that Communicative Language Teaching sets as its goal the teaching of communicative competence. Then he also elaborates about the term of communicative competence. Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

On the other hand, Larsen and Freeman (2000: 128) state that the goal of CLT is to enable the students to communicate in the target language. To do this, the students need the knowledge of

the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

c. The Characteristics of CLT

Brown (2001: 43-44) offers some interconnected characteristics as a characterization of CLT. The first characteristic is that the classroom goals are focused on all of the components of communicative competence. Those components are grammatical, discourse, sociolinguistics and strategy. Goals, therefore, must intertwine the organizational aspect of language with the pragmatics.

The second characteristic is that language teaching techniques are designed to engage learners in the pragmatic, authentic and functional use of the language for meaningful purposes. Organizational language forms are not the central focus. Those forms are aspect of language that enables the learners to accomplish the language learning purpose

Third, Brown claims that fluency and accuracy are seen as complimentary principles. Both fluency and accuracy underline the communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep the learners meaningfully engaged in language use. However, fluency should never be encouraged at the expense of clear, unambiguous, direct communication.

Fourth, the students in a communicative class ultimately have to use the language, productively and respectively. The language is used in an unrehearsed context

Outside the classroom. Classroom tasks must therefore equip students with the skills that are necessary for communication in those contexts. Much more spontaneity is presented in the communicative classroom. The students are encouraged to deal with unrehearsed situation under the guidance of the teacher.

Fifth, the students are given the opportunities to focus on their own learning processes. The processes can be through understanding of their style of learning and development of their appropriate strategies for autonomous learning. The importance of learners' developing a strategic approach to acquisition is a total turnabout from the earlier methods that never brought up the topic of a strategic based instruction.

Sixth, the role of the teacher is that as a facilitator and guide, not an all knowing best over of knowledge. The teacher guides the students in the communicative classroom. He/ she is not the controller. Students are therefore encouraged to construct meaning through genuine linguistics interaction with others.

d. The Principle of CLT

Methodological principles are a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list, adapted from Doughty and Long (2003), serves as a guideline for implementing communicative language teaching practices (Brandl, 2008: 7).

There are eight principles, those are: (1) Use Tasks as an Organizational Principle (2) Promote Learning by Doing (3) Input Needs to Be Rich (4) Input Needs to Be Meaningful, Comprehensible, and Elaborated (5) Promote Cooperative and Collaborative Learning (6) Focus on Form (7) Provide Error Corrective Feedback (8) Recognize and Respect Affective Factors of Learning (Brandl, 2008: 7-21)

Morrow in Johnson and Morrow (1981: 60) mentions five principles of CLT: (1) knowing what one is doing, (2) the whole is more than the sum of the part, (3) the processes are as important as the form, (4) to learn it, to do it and (5) mistakes are not always mistakes.

The first principle knows what one is doing. It means that the focus of every lesson or part of a lesson should be performing of some operation-learning of how to do something. In fact, the starting point and the end point should be an operation of some kinds which the students might actually want to perform in the foreign language. Every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning of the lesson.

The second principle is that the whole is more than the sum of the parts. It means that the communicative method operates stretches of language above the sentence level, with the real language in the real situation.

The third principle is that the processes are as important as the forms. A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the process of communication. So that practice of the forms of the target language can take place within a communicative framework. There are three processes which can be isolated and which can be incorporated either individually or together in teaching procedures, namely information gaps, choices and feedbacks.

The fourth principle is to learn it, to do it. Education must concern not just on teaching but also on learning. One of

consequence of this is that what happens in the classroom must involve the learners and must be judged in terms of its effects on them.

D. Course Design

Hutchinson and Waters (1987: 65) define course design as a process in which raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose main aim is to lead the learner to a particular state of knowledge. Therefore, data and information about learners are significantly needed. Then, they are going to be selected, adapted, and written in accordance with the syllabus and curriculum. After that, developing a methodology to implement the materials will be taken and establishing evaluation tools by which the achievement of the goals will be measured.

Related to what approach that is proposed to course design, further, Hutchinson and Waters (1987: 72) suggest a learning-cantered approach to course design. Learning-cantered approach refers to the principles that the learners determine the process of teaching-learning. The reasons why using this approach is because learning is an internal process, which is depend on the learners' prior knowledge, ability, and motivation of the learners to obtain new information given to them, and also the reason of the consideration to the learners take every steps of the design process. The process of course design applying learning-cantered approach can be shown in the following chart:

Based on the model proposed by Hutchinson and Water, there are four steps in developing a course design, as the followings:

1. Need analysis

The first step to design a course design is analysing the learners' needs. Need analysis involves the process to encounter and define the learners' needs in the process of learning.

Based on Hutchinsn and Water (1987: 54), defines need analysis is classified into target needs and learning needs. Target needs are about what the learner needs to do in the target situation, while learning needs are about what the learners need to do in order to learn.

Meanwhile, Richards(2001:54) defines needs is described in term of linguistics that describes the difference between what learners can presently do in a language and what they should be able to do. Futher Richards (2001:52) states that need analysis in language teaching gives some purposes as:

- a. To find out what language skill a learners needs in order to perform a particular role, such as sales manager, tour guide, or university student
- b. To help determine if an existing course adequately addresses the needs of potential students
- c. To determine which students from a group are most in need of training in particular language skills

- d. To identify a change of direction that people in a reference group feel is important
- e. To identify a gap between what students are able to do
- f. To collect information about a particular problem learners are experiencing (Richards 2001 :52)

2. Learning Objectives

Richards (2001:139) recognizes behavioural objectives to express objectives in an educational planning that does not refers to behaviourist psychology, but ‘performance’. Behavioural objectives describes three components as performance (what a learner is expected to be able to do), conditions (describes the important condition under which the performance is to occur), and criterion (describes how well the learner must be able to perform in order to be considered acceptable).

3. The Syllabus

Further, Hutchinson and Waters (1987: 80) defines syllabus as a document that says what should or will the learners learn. Syllabus is important for the teacher as the guideline and context for the class content.

4. Material Design

The next steps after obtaining the need analysis, course design, and syllabus, is turning the course design into teaching materials. Tomlinson (1998: 2) states that materials refer to

anything used by the teacher or learners to facilitate the language learning. Materials can be in the form of textbook, cassettes, videos, dictionaries, newspaper, and so on. Further, while, Tomlinson says that material development refers to anything which is done by the writers or teachers or learners to provide a source of language input and to use those sources, which maximise the possibility of intake experience of the language, well.

Meanwhile, Hutchinson and Waters (2000: 80) propose material evaluation and material development to design teaching materials. To do the material evaluation, a teaching materials designer selects material from the materials that have been exist. In the contrary, writing original material is accomplished for doing the material development.

There are certain steps recommended by Hutchinson and Waters (2000: 96-107) to get the material evaluation and material development. Material evaluation covers four main steps as, firstly, defining on what basis the material will be determined and which criteria that will be more significant. Second, subjective analysis means the designer realizes the criteria as he/she wants in the course. Then, doing objective analysis by means how the material will be evaluated as the criteria has been realized. Finally, matching by means to answer the question on how far the material

matches the need. Whereas, the material development covers three steps as the followings:

1. Designing objectives

To define the goal of the learning materials, Hutchinson and Waters (1987:107) propose the requirements of the actual writing of the material as below:

- a. Material should provide a stimulus to learning. Therefore, it should contain interesting text, enjoyable activity, and opportunity for learners to use their existing knowledge and skills, and contain that the learners and teacher can deal well with.
- b. Good material should provide a clear and coherent unit structure which will guide teacher and learners through various activities to open chances of learning.
- c. Materials should represent the idea of the nature of language and learning.
- d. Materials should reflect the nature of the learning task.
- e. Materials should provide useful function to enrich the basis of teacher training.
- f. Material is about language use rather than a tool for language learning in concern.

Whereas Tomlison (1998:7-21) propose some basic principles of the materials for teaching of language as the following:

- a. Materials should achieve noticeable effect.
- b. Materials should help learners to get rid of feeling anxious.
- c. Materials should learners to improve their self-confidence.
- d. Materials should be perceived by learners as relevant and useful.
- e. Materials should require and facilitate learner to make discoveries for themselves
- f. Learners must be ready to acquire the materials being taught
- g. Materials should provide the learners with various and rich authentic input.
- h. Materials should create the learners awareness of the feature in the target language.
- i. Materials should give the learner opportunities to use the language for communication.
- j. Materials should not instruct learners to acquire the language feature straightaway, but should provide enough exposure to the instructed language features in communicative use.

- k. Materials should consider the difference of the learning style.
- l. Materials should consider the difference of the learners attitudes towards the learning process.
- m. Materials should encourage the learners intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- n. Materials should not rely too much on controlled practice rather than on the language use activities.
- o. Materials should provide more opportunities for outcome feedback rather than the accuracy of the output.

2. A material design model

Hutchinson and Waters presents a model designed to provide a coherent framework for the integration of the various aspects of learning and allow creativity and variety. The model consists of four elements:

a. Input

Input contains stimulus for activities, provides new language items, show correct model of language use, a topic for communication, opportunities to use information to process skills, and opportunities to use the existing knowledge. Input can be such as texts, dialogues, video-recording, diagram, or any communication data.

b. Content focus

Non-linguistics content should be exploited to generate meaningful communication in the classroom.

c. Language focus

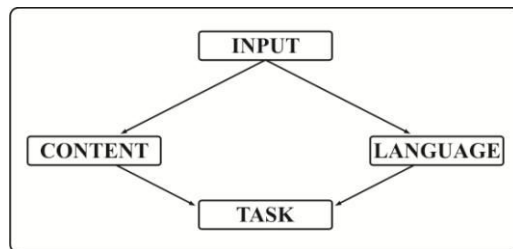
In language focus, learners should have the chance to take the language to pieces, study how it works and practice putting it back together again.

d. Task

Material is designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

The relation of the four elements can be seen below:

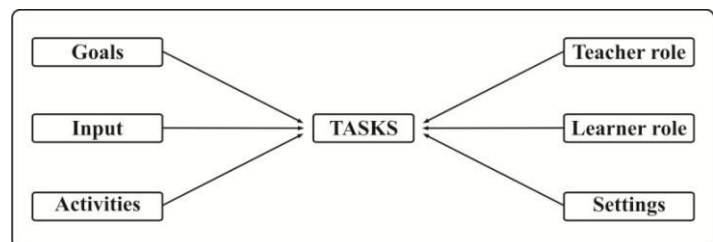
Figure 1. Hutchinson and Waters' material design model



The main focus of the model proposed by Hutchinson and Waters is the task. The model above acts as a vehicle that leads the learners to be able to reach the task. The language and content are drawn from the input selected based on what the learners need in order to do the task.

In other case, Nunan (1989:10) defines task as a communicative task, i.e. a piece of classroom works which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. Also, Nunan (2004: 41-72), argue that a task should consist of some components:

Figure 2. A framework for analyzing communicative task (Nunan, 1989:11)



1. Goals

Goals are the vague general intention behind any given learning task. They provide a relationship between the task and goals. They may relate to a set of general outcomes i.e. communicative, affective or cognitive or may directly describe teacher or learner behaviour.

2. Input

Input refers to the spoken, written and visual data that learners work with in the course of completion a task. It can be provided by a teacher, a

textbook or some other sources as Hover in Nunan (2004), states about the examples of the sources like formal or informal letters, newspaper, memo note, menu, street map, menu, magazine, etc.

3. Procedures

Procedures describe what learners are going to do with the input that determines the learning task.

4. Task types

Nunan (2004) provides some kinds of tasks such as information gap, reasoning gap, opinion gap, questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions.

5. Teacher and Learner Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Learners and teacher's roles is like a coin as if the learners are more active in holding their roles, so the teacher should act the different role. Rubin and Thomson cited in Nunan (2004) gives certain characteristics of good

language learners such as good language learners can find their own way of learning, organize what they have learned, creative, create opportunities for learning, learn to live with uncertainty, use menemonics, make errors work, and use their linguistic knowledge.

6. Setting

Setting refers to the group arrangements specified in the task. It also considers whether the task is carried out wholly or partly outside the group. Nunan (2004) gives two different terms of settings for task-based learning. They are mode and environment. Learning mode refers to whether the learner is operating on an individual or group basis. Environment refers to where the learning actually takes place.

E. Individual Learning

The tour guides need the learning modules because they work in different time. It makes it impossible to collect them in the same class to learn English. They also has the different level of English proficiency, that is why they will learn the modules in the different way and the different speed.

Saltzberg and Polyson (1995) state that individual learning is an instructional model that allows instructor, students, and content to be located in different, no centralized locations so that instruction and learning occur independent of time and place. That statement is appropriate for the tour guides in *Desa Wisata Kembang Arum* because they do not need conduct a class to learn the modules. They can do it everywhere they are.

Dixon (1999) also explain that individual learning is the process whereby knowledge is created through the transformation of experience. This showing that individual learning is dependent on one's experience as well as the knowledge of others. When a person is learning individually they take all the information they already have and connect it to what they are experiencing at that moment in time to form new knowledge. Riki Goldman-Segall (1992) also states that knowledge are deconstructions, reconstructions and co-constructions that emerge as a result of the interaction between what is already known and what is yet to be known again, in a new form.

The individual learning has many positive effects as well. The positive effects are:

- a) Good for introverts and shy learners
- b) Builds self-confidence
- c) Safe, free from peer pressure
- d) Intrinsic motivation:

- e) Challenged by competing with oneself (doing better next time)
- f) Curiosity (can explore new interesting facts without justifying it to the group)
- g) Control (use own time and sequence, do not need to report to others)
- h) Fantasy (allowing oneself to daydream on certain aspects of the work)
- i) Develops self-discipline
- j) Can accommodate own learning style, cognitive style and learning approach
- k) Can work on own time and at own pace
- l) Practice skill as often as you wish, to master it.
- m) Develops personal gratification
- n) Opportunity for authentic learning to take place based on the individual learning style

F. Module

a. Definition of Module

In the limitation of the problem, the researcher chooses module as the material for the guides in Desa Wisata. Winkel (1999: 422) defines a module as the smallest learning program which is learned by the learners individually or taught by the learner to himself/ herself (self-instructional), after the learner finishes one unit, he / she then moves to the next unit. A module is the smallest which outlines the general instructional purpose supported by the specific instructional purpose that must be

achieved, learning units, teachers' role, media as well as sources, learning activities in sequences, assessment, evaluation and instrument of evaluation, and feedback to the learner.

In addition, Fredpercival in Hamalik (2001: 205) suggests that module is:

- 1) an organized collection of learning experiences assembled in order to achieve a specified group of related objectives;
- 2) a self-contained section of a course or programme of instruction

In short, a module is a kind of self-learning materials consisting of a set of learning experiences which is planned and designed systematically to assist the learner in achieving the learning purpose.

b. Characteristic of a Learning Module

Amri (2010) states that learning activities which use a module will have some characteristics, such as:

- 1) Every module must give clear information of implementation about what learners should do, how to prepare learning and what learners try to use.
- 2) Module is individual learning that tries to make learners join the teaching learning activity. Every module must be:
 - a) trying to make a learner in improving his study based on his ability.

b) trying to make a learner to classify his study ability or competence gained.

(c) trying to focus a learner to specify the study purpose.

3) Study exposure nature module is prepared to help learners to gain the effective learning purpose. Besides, it helps learners to study not only reading, listening but also studying more subjects in the teaching learning process. Module gives a chance to play, experimentation and have discussions.

4) Learning materials make the learner knows when he/she starts and finish a module. Besides, it does not make some questions about what should he/she do or study.

5) Each module has learners' purpose to achieve.

Generally, a module has some components such as learners' activity sheet, work sheet, key work sheet, question sheet, answer sheet, key answer. The components of the module format are follows:

1) Introduction contains general descriptions such as material, information, knowledge, ability and attitude to study the module.

2) Learning purpose contains specifically learning purpose that must be mastered by the learners after learning the module. This phase describes about the terminal purposes in the final purpose and the conditions to achieve the purpose.

- 3) The first test is used to classify learners' position and to know the first ability, to know where he/she must lean, to know she/he need in learning module.
- 4) Learning exposure contains material explanation of each purpose in learning.
- 5) Source study contains learning sources that can be searched and used by learners.
- 6) Final test contains an instrument which is used as the first test. It focuses on the terminal purpose in each module.

Each unit has opening activities, opportunities to learn, practice activities, and closing activities. Each module also includes a closing, evaluation, and other resources for the collaborative learning team CLT.

c. Components of a Learning Module

Santyasa also suggest that a module consists of some components as follows:

- 1) Specific Instructional Purpose.

It proposes the purposes expected to be achieved in the end of the learning units.

- 2) Tutor's guideline.

It contains the guideline for tutors in order to have an efficient teaching (Suryosubroto, 1983: 22). It comprises the explanation of various activities that will be implemented in the classroom, time

allocation to learn the module, learning media that are used, the procedure of evaluation and the instruments of the evaluation (Sumaatmaja, 1984: 173)

3) Learning activities

Learning activities are arranged in the form of:

a) Students' Activity Sheet

It contains the learning material that must be mastered by the learner. The material arrangement is based on the specific instructional purposes which are previously formulated and arranged systemtically, step by step, to ease the learner in studying it. In short, students' activity sheet contains topic, activities, and time allocation.

b) Students' Work Sheet

The students' work sheet is used to answer the test, task, or problem must be solved (Suryosubroto, 1982: 23)

4) Answer Key

The learner can evaluate or correct her/himself using the answer key. Whenever the learner makes mistakes he/she can review his/her works (Suryosubroto, 1983: 23). Therefore, a module is always accompanied by its answer key.

5) Test sheet

A space to do the tasks given in the modules.

2. Conceptual Framework

Material serve on important role in teaching and learning process in ESP program like English for tour guide. Material here must be suitable for the needs. In order to develop the appropriate materials for tour guide need analysis should be done to dig up information about tour guide needs.

The manual guide for the guides in Desa Wisata Kembang Arum is developed by using the English for Specific Purpose (ESP) approach due to this approach is considered as the most appropriate approach to improve the communication skills of the guides as the subject of the study.

The components of module are systematically organized around a well-defined topic, which contains the elements of instruction-specific objectives, teaching-learning activities and evaluation using criterion-referenced measures. The criteria of a good module should have introduction or instruction for the guides and also has learning activity. The content should be based on the guides' needs and can give clear information of implementation about what guides should do. Then, the learning activities between the theory and practice are balanced. The guides can understand the theory and practice instruction and it will measure their English understanding.

To develop the module, this research has many steps; they are conducting needs analysis, writing course grid and writing the first draft of

module, getting expert validation, writing the second draft, trying out the module, and writing the first draft of module. To gather information about the learners' needs, Hutchinson and Waters (1987:58) suggest a number of ways that are most frequently used, namely questionnaire; interviews, observations, data collection e.g. gathering texts informal consultations with sponsor, learners and others. In this research, researcher will use questionnaire that is purposed for the guides in Desa Wisata Kembang Arum. The observation is done in the early stage. The researcher collected the information about the lack of materials; therefore the researcher tries to design the effective English module for them.

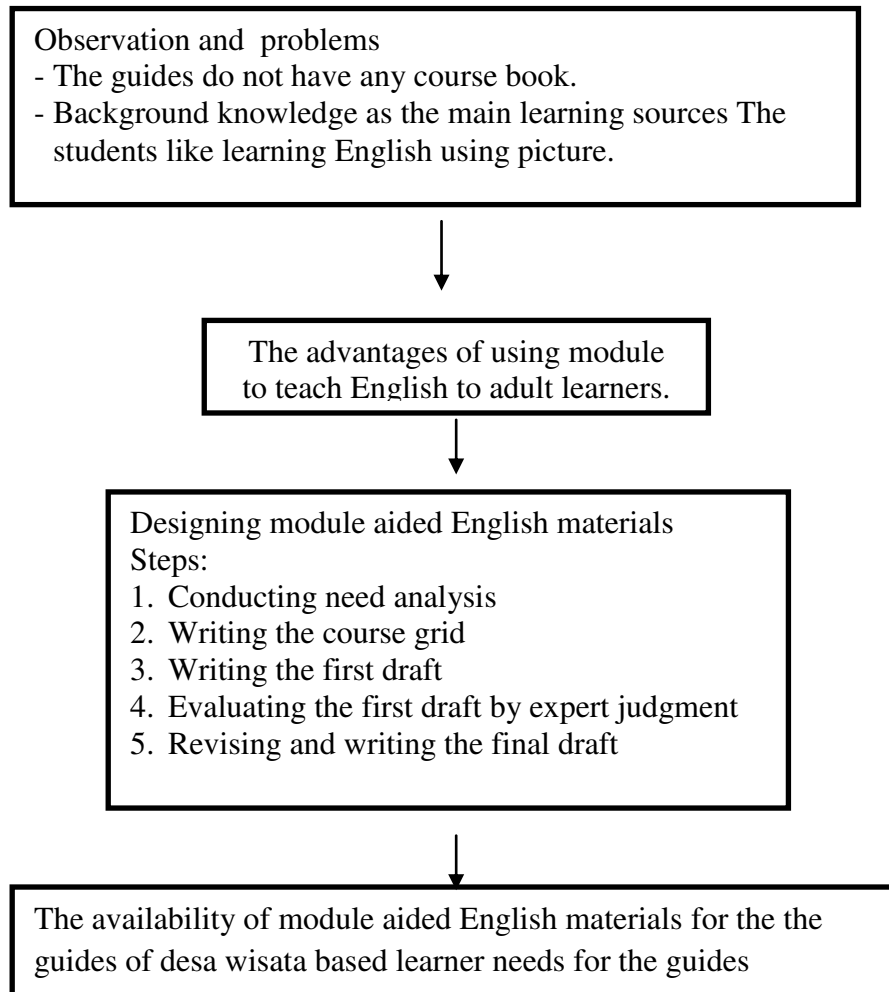


Figure 3: The framework of the study

Chapter III

RESEARCH METHODOLOGY

A. Type of the Study

Based on its objective, this research study is categorized as Research and Development research. This research tries to develop and evaluate educational product in educational program as the purpose. According to Borg and Gall (1983:772), Educational research and development that is used to be calling as R & D is a process used to develop and validate educational products. The term of 'product' includes not only material objects, such as textbooks, instructional films, and so on, but it is also intended to establish procedures and processes, such as a method of teaching or a method for organizing instruction. Therefore, it is important to analyse the need and validate the effectiveness of product in order to produce the product that can give good contribution in educational field.

Further, Borg and Gall (1983:772) purposes some cycles as the steps of the process in the Research and Development research. The cycles consist of studying research findings relate to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. This cycle is repeated until the field-test data indicate that the product meets the objectives that has been

determined so that the product can be used effectively in educational programs.

B. Setting of the Research

The research was conducted in Desa Wisata Kembang Arum in Donokerto Turi, Sleman.

C. Population and Sample of the Research

Population according to Gay (1987: 102) is the group of interest to the researcher, the group to which he or she would like to result of the study to be generalizable. While, sample is a number of individuals for a study in such a way that individuals represent the larger group from which they are selected.

In this study, the researcher involved the active freelance guides in KembangArum which consist of 10 guides. Most of the guides were undergraduates students from many different study background, and the others were those who had graduated from the university. Finally there were 10 guides as the sample in this research.

D. Instrument of the Research

In order to obtain the data, the instruments used in this study were in the form of observation guidelines, interview guidelines, and questionnaire. Thus, the data were in the form of questionnaire result scores, percentages of the questionnaire result, and interview transcript. The following are the details of the instrument.

1. Observation guidelines

The observation guidelines were used in the phase of designing the needs analysis or needs surveys and the field testing steps. These observations guidelines were used to observe the Merapi Lava Tour process. As conducting these observation guidelines precisely were used to observe the guides implementations in guiding.

2. Interview guidelines

The interview guidelines were used to obtain the information on the guides needs, profiles, and interesting in learning English by interviewed the guides. The result data about the interview were in the form of interview transcript.

3. Questionnaires

The questionnaire comprise of two kinds of questionnaire. The first was need analysis questionnaire which were distributed in the need analysis process, before the materials were designed. By the end of the implementation of each unit, another different questionnaire, the eempiricalevaluations questionnaires, were distributed to obtain data of the effectiveness of the materials.

The Needs Analysis Questionnaire was distributed to obtain the data regarding the learners' and learning needs in the need analysis stage. Table 3.1 presents the organization of the Needs Analysis Questionnaire.

Table 3.1. The organization and the content coverage of the Needs Analysis questionnaire.

No	The Purpose of the Questions	Item Number
1.	To identify the materials that students need	(In the interview)
2.	To find some information concerning the identity of the learners.	1-5
3.	To find some information about the reason for learning English and learners expectation of it.	1-2
4	To find some informations concerning English Language information about the leaners.	3, 4, 8-11
5.	To find some informations concerning how the learners will use the language.	5, 13
6.	To find some information where will the learners use the language.	6
7.	Who will the learners use the language with.	7
8.	To find some information about	14

	the topics of material that the learners need.	
9.	To find some information about the learners difficulties in learning English.	12
10.	To find some information concerning how the learners learn and what the techniques they want to use in learning English.	15,16
11.	To find some information concerning the English learning to run effectively.	17

Another questionnaire is distributed after the implementation. It obtained data and information about the learners' agreement of the task sequence and the effectiveness of the product being designed. It can be seen in table 3.2.

Table 3.2.The organization and the content coverage of the Empirical Evaluation Questionnaire.

NO.	The Purpose of Questions	Item Number
1.	To identify the relevance of the goal of the materials	1, 2, 3, 4,5, 6, 9.
2.	To identify the effectiveness the activities and their relationship toward the learners' need in doing the tasks in the designed materials	10, 11, 12, 13, 14.
3.	To identify the effectiveness the input on the materials	7, 8, 17.
4.	To identify the tour guides' interest to the lay out of the materials	15, 16,18 19.

Besides distributing questionnaires and doing observations, the researcher also conducted interviews with some tour guides by the end of the implementation of the module.

E. Data Analysis Technique

The data which was collected in three ways: questionnaire, interview, and observation are needed to be analysed to get the result and conclusions of the research. The data analysis refers to sifting, organizing, summarizing, and synthesizing the data (Seliger and Shohamy, 1989: 201).

There were two kinds of data obtained namely qualitative and quantitative data. The qualitative data was obtained from the interviews and observation-based field notes. The interviews were recorded and then transcribed. As the result, there were feedback, opinion and/or suggestions from the students in the interview used to improve the English materials. Furthermore, the result of the observation was written as field notes.

Furthermore, there were also quantitative data from the Empirical Evaluation Questionnaire. Descriptive statistics was used to analyze these data. A scale was used to find the agreement toward the effectiveness of the design materials. It was analysed by using *Liker Scale*, each indication of the responses to the statement was measured by score. There were 5 points for *Strongly Agree*, 4 points for *Agree*, 3 points for *Undecided*, 2 points for *Disagree*, and 1 point for *Strongly Disagree*. Then to analyze the data, the researcher used *Central Tendency Measures*. Selinger and Shohamy (1989: 221) state that *Central Tendency Measure* provides information about the average and the typical behaviour of the subjects on respect of a specific phenomenon. The *Central Tendency Measures* used in the research is only *Mean*. The value of each mean in each component of task indicated the effectiveness of the task in the designed materials.

This statistics data of the Empirical Evaluation Questionnaire was based on *Quantitative Data Conversion* proposed by Sudjiono (2003: 335). It can be looked up in the following table whether the result of the mean value was effective or less effective.

Table 3.3. Quantitative Data Conversion

Scale	Category	Interval of Mean Value	
		Formula	Computation
5	Very Good	$X_i > X_i + (1.8 \times Si)$	$X > 4.2$
4	Good	$X_i + (0.6 \times Si) < X \leq X_i + (1.8 \times Si)$	$3.4 < X \leq 4.2$
3	Fair	$X_i - (0.6 \times Si) < X \leq X_i + (0.6 \times Si)$	$2.6 \leq X \leq 3.4$
2	Poor	$X_i - (0.6 \times Si) < X \leq X_i - (0.6 \times Si)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > X_i - (1.8 \times Si)$	$X \leq 1.8$

F. Procedures of the Research

As this research study was categorized into R & D, the research procedure followed the R & D proposed by Borg and Gall (1983: 775). Some of the steps were done in simplified forms with regard to the researcher's feasibility.

The research procedures used by the researcher are as follows:

1. Conducting Needs Analysis

In the beginning of the research, the researcher conducted needs analysis to know the tour guides' target needs and learning needs.

2. Writing the Course Grid

After knowing the needs of the tour guides, the researcher wrote the course grid of the manual guide.

3. Designing the First Draft Materials

The researcher designed the modules based on the course grid which had been written according to the tour guides' needs.

4. Expert Judgement

In this step, the modules were checked by the expert. Then the researcher revised the modules based on the expert's suggestion.

5. Evaluating and Revising the First Draft

The modules had some revisions based on the tour guides' suggestion. The researcher revised the modules.

6. Writing the Final Draft of the Materials

The modules that had been revised based on the tour guides' suggestion were called the final draft.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings.

1. The Description of the respondents.

The respondents in this research were ten guides of Desa Wisata Kembang Arum Turi Sleman. Most of them are freelance guides. Their ages range from Twenty-one to forty, so they can be classified as adults. Their educational backgrounds are senior high school, D3, and S1. The data of the guides' identities can be seen in the following table.

Table 4.1: The Data of the guides in Desa Wisata Kembang Arum

Respondent's characteristics	Sex		Education				Age		
	Male	Female	D3	S0	S1	S2	<20	20-30	>30
Number of Respondents	2	8	2	7	1	-	0	7	3

2. The Result of the needs analysis

This part presents the data obtained in the needs analysis. It includes the data of the guides and the descriptions of their target need and learning needs. There were 10 tour guides who became the respondents of the research. , but most of them are freelance guides. The results of needs analysis are divided

into two parts, the target needs and the learning needs. The data from the questionnaire and interview can be seen below.

a) Target Needs

The tour guides have the certain things that they need to do in conducting the Lava Tour. It includes to use English well in greeting the tourist, in telling the story about the eruption, say goodbye and giving opinion. But in fact most of them cannot do those things very well because of the problem in their English ability. They sometimes cannot find the right term to express a specific thing related to the guiding content. So, they want to know more about the vocabulary and expressions which are commonly used in guiding and how to use them correctly. This is the interview transcript about the tour guides' target needs.

R : Researcher

G : Guide

R : *Selamat pagi mbak. Saya mau tanya tanya boleh mbak?*

(Good morning, may i ask you something?)

G : *Silahkan.*

(please)

R : *Kalau mau lava tour mbak mempersiapkan apa aja ya mbak?*

(What must you do in conducting a tour?)

- G : *Kalau harusnya sih bisa jelasin tentang sejarahnya, tokoh-tokohnya sama kejadian-kejadian terkait mbak.*
(I should be able to explain about the history, the spiritual guide characters in the lava tour and the related event that happen recently)
- R : *Oh gitu.. terus untuk bahasa Inggris nya sendiri, harusnya mbak bisa berbahasa Inggris yang semacam apa mbak?*
(I see, then what kind of language function that you should mastery?)
- G : *Ya harusnya saya bisa pake tenses bener mbak, terus juga harus bisa pake istilah-istilah spesifik untuk jelasin tentang hal-hal terkait tour wisata*
(I should mastery the tenses to tell the story correctly and also I should be able to use the specific terms to explain the guiding content.)
- R : *Oh gitu.. terus apa lagi mbak?*
(I see.. What else do you need to do?)
- G : *Hmm, harusnya kita juga bisa pakai kata-kata dan ekspresi yang lazim dipakai mbak, buar lebih natural.*
(We should use the commonly use expressions and diction to make the natural English conversation)
- R : *Oh ya.. Menurut mbak, mbak sudah bisa melakukan itu belum?*
(and do you think you can do it or not?)
- G : *Sebagian ada yang sudah bisa, tapi banyak juga yang belum bisa. Apalagi untuk spontan pakai ekspresi-ekspresi yang natural di Bahasa Inggris mbak.*
(I can do some, but there are still many things I cannot do. Especially to use the natural English expressions.)
- R : *oh begitu ya mbak. Trimakasih.*
(I see okay, thank you.)

Another finding can be seen in the following interview transcript.

R : Researcher

G : Guide

R : *halo mas, apa kabar?*

(Hello, how are you?)

G : *Baik mbak, terimakasih.*

(I'm fine, thank you.)

R : *Mas bisa bahasa inggris?*

(Can you speak English?)

G : *Sedikit mbak.*

(just a little.)

R : *Mas pengen belajar materi Bahasa Inggris yang seperti apa mas?*

(What kind of English materials do you need?)

G : *Ya materi tentang lava tour mbak, tentang memberi salam atau memperkenalkan diri, kasih pendapat, atau salam perpisahan lah mbak yang bener itu gimana.*

(The materials which provide the right vocabulary related to *lava tour*, greeting, introduction, giving opinion, or say goodbye.)

R : *Mas nya udah bisa belum materi itu?*

(Do you think you can do it in right way or not?)

G : *Belum mbak.*

(Not yet.)

R : *Trimakasih mas.* (Thank you.)

b) Learner Needs

The needs of the guides in this research study were obtained by a questionnaire and interviews with the guides of the Desa Wisata Kembang Arum. The questions were about their opinions, interests or preferences in learning English specifically related to conducting lava tour. The following table presents the data of the target needs analysis based on the first questionnaire.

Table 4.2. The Need Analysis Results: Input

No	Statement	Percentage
1.	Do you need English in your job?	
	a. Yes	100%
	b. No	0%
2.	Why do you need English?	
	a. To communicate with foreign guest	90%
	b. To access information in English related to your job	30%
	c. To get extra income	10%
	d. To get foreign fellows	10%
	e. Other reason	0%
3.	Do you ever communicate with foreign guest?	
	a. Yes	100%
	b. No	0%
4.	How often do you use English to communicate with foreign guest?	
	a. Never	0%
	b. Sometimes	50%
	c. Very often	0%
	d. Seldom	50%
	e. Often	0%
5.	How do you use English?	

	a. Telephone	0%
	b. Face to face	80%
	c. Letter	0%
	d. Others	20%
6.	Where do you use English?(The respondents may give more than one answer)	
	a. On the street	40%
	b. In the office	10%
	c. In the market	0%
	d. In the desa wisata	100%
	e. Others	0%
7.	Whit whom do you use English?	
	a. Native speakers	100%
	b. Non-native speakers	0%
8.	Have you learned English before?	
	a. Yes	90%
	b. No	10%
9.	When was the last time you learned English?	
	a. Senior High School	50%
	b. College	40%
	c. Mention others...	10%
10.	What level of English do you have?	
	a. Do not understand English at all.	10%
	b. Speak a little bit of English.	10%
	c. Understand people who speak English but cannot communicate using it.	0%
	d. Understand people who speak English and able to give response minimally.	80%
	e. Able to speak English fluently.	0%
	f. Others	0%
11.	What is your opinion toward English?	
	a. Easy	10%
	b. Difficult.	90%
12.	In which part you find difficulty in using English to communicate with foreign guest?(the respondents may give more than one answer)	
	a. Do not know the vocabulary that they want to say	80%
	b. Do not know the pronunciation of vocabulary that they want to say.	40%

	c. Do not understand the meaning of the words said by the guest.	10%
	d. Are not able to arrange the words into a good sentence.	10%
13.	What kind of English skills do you think need to be developed in order to make them to be able to communicate with guest?	
	a. Listening	20%
	b. Speaking	80%
	c. Reading	0%
	d. Writing	0%
14.	What English language functions do you need to be learn to communicate with foreign guest in your work?	
	a. Greeting	70%
	b. Introduction	80%
	c. Overing service	60%
	d. Asking for help	0%
	e. Telling story about eruption, lava tour, or spiritual guide.	80%
	f. Giving direction	10%
	g. Initiated and ended conversation.	40%
	h. Saying Thanks and goodbye.	70%
	i. Times.	60%
15.	What kind of teaching technique appeal to you?	
	a. In group or in pairs	90%
	b. Individual work.	70%
	c. Autonomous	0%
	d. Make interaction with the teacher.	10%
	e. Others..	0%
16.	What kind of effective technique that can help you in learning English?	
	a. Role-playing.	10%
	b. Discussion.	80%
	c. Conversation.	70%
	d. Interview.	0%
	e. Practice.	60%
	f. Games.	10%
17.	What kind of input do you like? <i>[Input]</i>	
	a. Articles from magazines, internet, etc.	80%
	b. Pictures.	70%
	c. The transcript from listening session	20%
	d. Dialogues.	60%
	e.English grammar.	0%

	f. Phonetic transcription	60%
	g. Map.	0%
	h. Advertisements.	0%
	i. Design Graphic of table.	0%

There were twenty-two questions that related to some element such as guides profile, guides interest, kinds of input, kinds of skills, and informations concerning Learning English. The researcher developed some questions for each element. The description of the results table of needs analysis can be seen as follow.

Based on the result of the questionnaire, the guides can be classified as adults, it was proved that 100% of their ages range are from twenty-one to forty. The data also proved that 100% of guides need English in their job. The result of questionnaire mentioned some informations about the reason why they need learning English, 90% of the guides need English to communicate with foreign guest, 30% to access information in English related to their job, 10% to get extra income because they hope they can get more tips, and 10% they need English to get foreign fellows.

The guides in Desa Wisata Kembang Arum 100% of them ever communicated with foreign guest, 90% learned English in school, and 10% never learned English. Based on the result 90% guides said that studied English were difficult. Meanwhile 10% of them chose the answer that studied English were Easy. As a result 50% of them sometimes used English to communicate and 50% others barely used English to communicate.

Most of the guides agreed that they are use English by speaking directly, the data showed that 80% guides choose the answer is face to face. Since they are guides so they used English in desa wisata 100%. Some guides also mentioned they use English on the street and in the market when they accidentally meet native speakers 40% and 30%. Related to with whom they use English, 100% of guides answered that they speak English with native speakers. They did not speak English each other because the result 10% of guides do not understand English at all, 10% guides speak a little English. There 80% some guides understand people who speak English and be able to give response minimally. None of them can speak English fluently because they found difficulties in studying English. The data showed that 80% guides do not know the vocabulary that they want to say, 40% of the guides do not know how to pronounce the right words. There are 10% of guides are not able to arrange the words into a good sentence and 10% others do not understand the words said by the foreign guest.

Related to what the guides wanted to do during teaching learning English, 10% guides preferred role-playing in the learning activities process, they 70% of them also preferred to do conversation in the learning activities. There were also some guides who wanted to discussion and practice English with percentage of 79% and 60% guides. Related to what the guides wanted to do during learning English, 90% guides preferred to work in group or pairs in English learning process and 10% of them want to make interaction with the teacher. There are 70% guides have another activities beside guiding (freelance) so they wanted to individually learning.

Based on the result of the questionnaire, the guides wanted to do during learning English for lava tour 70% guides preferred articles from magazine, 70% of them preferred pictures, 20% of them proffered listening session. There were also guides who wanted to make dialogues and sing English song with percentage of 60%.

In addition, based on the data about the learning goal and expectation the guides learned English because they wanted to be able to speak English in right way and right term. More over, the English skill that they wanted to master after learning English 80% guides preferred to master speaking skill and 20% of guides preferred to master listening skill. Although speaking skill was the options which has the highest percentage and considering that module can be used for teaching all skill, the researcher design the materials that cover four skills.

3. Course Grid

Course grid was designed based on the results of needs survey. It was used for guiding the materials development. There were some elements of the course grid. They were the standard of competence, the basic competence, the title, the theme, the language functions, the grammar focus, the input and the activity.

The first was the standard of competence; it was obtained from the need analysis about the competence that should be mastered by the guides. The second was the basic competence. It was the list of details of the competences that should be mastered by the guides. The third was the title. It was designed by the researcher based on the theme. The fourth was the theme. It was obtained from the need analysis result. The fifth was the language functions. It was the language

functions which are needed by the guides and it was matched with the themes. The sixth was the grammar focus. It was the grammar points that are need to reach the basic competences based on the themes. The seventh was the input. It was made by the researcher based on the theme and the situations in it and it were also based on the need analysis result. The last one was the activity. It was arranged based on the guides' needs on the need analysis result. The detail of the course grid can be seen in the appendices. (See appendix ...)

4. Material Design

There were three units in the English learning module. Every unit of materials had each topic about the Mount Merapi Lava Tour with many tasks. In each unit, the guides can learn about the language functions which are closely related to the tour and commonly used in guiding.

The first draft of the developed module was constructed using the collected information in the questionnaire and interviews in the early stage of this study and needs assessment result. First draft has three lesson units. The topic of each unit is based on the guides' needs at the first questionnaire data. Each task of the unit focuses on the drivers' need in communicating with tourists or foreign guest.

a. The Description of Unit 1

The title of unit one was ***Hello, Mister!*** This unit had 8 tasks. The description of each task is presented in the following table:

Table 4.3. Description of the tasks developed in the First Draft: Unit 1

Tasks	Instructions and Descriptions	Functions
Task 1	Look at the picture bellow and asnwer the	Starter: knowingthe

	question based on your personal experiences.	tour guides' previous knowledge
Task 2	Listen carefully to the dialogs.	Input to give the role model how to greet people or say hello.
Task 3	Study the expression in the task 3 and pay attention on the expressions.	Input about the common expression of greeting and introduction.
Task 4	Complete the blank space then identify the expression of greeting, introduction, and making contact.	A task to improve the speaking skill.
Task 5	Work In pairs. Make a dialog with your pair by using the following situations. Use the expression of greeting, introduction, giving and asking for information in your dialog. Look at the example in the task 4.	A task about the practice of using the expressions.
Task 6	Read the conversation carefully between a guide and a guest.	To Improve the reading skill and to check the reading comprehension.
Task 7	Study the following Goodbye and Times.	Input about the common expression of saying goodbye and talk about time.
Task 8	Work In pairs. Make a dialog with your pair by using the following situations. Use the expression of say goodbye and asking the times.	A task about the practice of using the expressions.

b. The Description of Unit 2

The title of unit two was *MERAPI MOUNTAIN!* This unit had 4 tasks.

The description of each task is presented in the following table:

Table 4.4. Description of the Task Developed in the First Draft: Unit 2

Task	Instructions and Descriptions	Functions
Task 1	<ol style="list-style-type: none"> 1. What do you know about Mount Merapi? 2. What do you know about Mount Merapi Erupt? 3. Do you ever talk about lava tour? 4. Do you know Mbah Maridjan? 	Starter: To know the guides' previous knowledge
Task 2	Read the passage carefully.	To Improve the reading

		skill and to check the reading comprehension
Task 3	Answer the question based on task 2.	To check the reading comprehension
Task 4	Mount Merapi Mind Mapping.	

c. The Description of Unit 3

The title of unit two was ***CREAT YOUR OWN STORY!*** This unit had 5 tasks. The description of each task is presented in the following table:

Table 4.5. Description of the Task Developed in the First Draft: Unit3

Task	Instructions and Descriptions	Functions
Task 1	<ol style="list-style-type: none"> 1. Do you still remember about Mount Merapi Eruption? 2. Do you still remember about Mbah Maridjan the spirit guardian? 3. What do you know about Mount Merapi Lava Tour? 4. Do you ever talk to foreign guest during the trip? 5. Do you still have your Mount Merapi Mind Mapping? 	Starter: To know the guides' previous knowledge
Task 2	Study the following grammar focus. (Change the verbs in the brackets into the past participle to make good past sentences.)	Input grammar focus past simple tense. (A vocabulary practice to check the grammar knowledge.)
Task 3	Studying the expression of asking and giving opinion.	Input about the expression of asking and giving opinion.
Task 4	Work in pairs, make a simple paragraph using mind mapping.	A speaking task in explaining the story of Mount Merapi eruption using mind mapping.
Task 5	Work Impairs. Make a dialog with your pair by using the following situations and procedure. Act as a guide and a guest use the expression of greeting, introduction, giving and asking for opinion.	A task about the practice of using the all expressions.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V presents the conclusion and suggestion in this study. The conclusions of this study are the answer from the research questions and the description of the objective of this research which are stated in chapter I, while some suggestions are proposed to the tour guides and other researchers or The Desa Wisata Kembang Arum.

A. Conclusion

Based on the objective of this study, this study aims at producing English learning module for the tour guides in Desa Wisata Kembang Arum. By considering the objective of the study, the researcher made two conclusions. The conclusions are about the Needs Analysis results about the Apropriate English learning module for the tour guides in Desa Wisata Kembang Arum.

1. The Needs Analysis Results

The needs analysis results covered the target needs and the learning needs of the tour guides in Desa Wisata Kembang Arum. The target needs refered to the things that they need to do in conducting the Mount Merapi Lava Tour. It includes to use English well in greeting the tourist, in telling the story about the eruption, in explaining the events related to the mount eruption and after effects.

But in fact they most of them could not do those things very well because of the problem in their English. They sometimes had difficulties in finding the right term to express a specific thing related to the guiding content. So, they wanted to know more the vocabulary and expression which are commonly used in guiding and how to use it correctly

While the learning needs referred to what the tour guides needed to do in order to learn and to fulfill the target needs. The tour guides preferred the module to be learned individually. The activities they prefer in the module covered the listening, speaking, and reading skills. They also would like to improve their English proficiency through the activities about the vocabulary, pronunciation and the grammar points.

2. The compatible module for the tour guides in Desa Wisata Kembang Arum.

This module was compatible for the tour guides in Desa Wisata Kembang Arum because the mean score of module are ≥ 3 . This module focuses in improving the English ability in guiding for Mount Merapi Lava Tour. The module was designed to have three units. The topics of units that are appropriate in the module were the itinerary, the stories of the Mount Merapi Eruption and figure of Mbah Maridjan. Moreover, the language focus in each lesson unit is adjusted for tour guides' need.

Unit 1 discusses how to greet, introduce, times, and say goodbye. Unit 2 discusses background stories and figure which are related to the Mount Merapi Eruption by using the mind mapping. Unit 3 discusses how to tell the stories

related to the Mount Merapi Eruption. The components of each unit were objective, warming up, main activities, summary, evaluation, answer key, and references. Objective discusses the introduction about the material. Warming up discusses about the learners of previous knowledge. Main activities discuss about the exercises/activities. Summary discusses the summary of the materials. Evaluation discusses to evaluate on of the tour guides' ability. Answer key discusses the answer key of each task. References discuss the references of the module.

B. Suggestions

There are three suggestions proposed to the tour guides of the Desa Wisata Kembang Arum Donokerto Turi Sleman, the desa wisata, and other researchers or material developers.

1. To the Desa Wisata Kembang Arum, It necessary for the Desa Wisata Kembang Arum to encourage the guides to improve their English by providing a regular English course that is appropriate for them at least about the common language used in conducting a tour. They should give a more comprehensive training to the new guides which also contain the language training and practice.
2. To the tour guides of Desa Wisata Kembang Arum, they should give more time for themselves to improve their English, learn more about the vocabulary, pronunciation, expressions, and language functions which are commonly used in guiding. By being able to communicate in English it will make the guiding process run better, the knowledge transferring

process to the tourist will run smoothly and the guests may feel more comfortable.

3. In developing English materials for other specific purposes the material developer should pay attention to the needs analysis of the target and the theories underlying the development of the materials.

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Appendix 1

Research Instrument

Kepada:

Yth. Saudara /Saudari Responden

Di Desa Wisata Kembang Arum Turi Sleman

Dalam rangka penelitian dan penulisan skripsi dengan judul “Developing Learning English Moduls for Mount Merapi Lava Tour Guides In Desa Wisata Kembang Arum Donokerto Turi Sleman”, saya mengharapkan kesediaan Saudara/Saudari responden berkenan meluangkan waktu untuk mengisi angket berikut ini.

Bagian pertama angket ini bertujuan untuk mengetahui gambaran umum responden, sedangkan bagian kedua bertujuan untuk mengetahui kebutuhan belajar menurut persepsi responden.

Atas bantuan dan kerjasamanya dalam mengisi angket ini saya ucapkan banyak terimakasih.

Hormat saya,

Tiara Sandi Winar Saputri

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**Angket Analisa Kebutuhan Belajar Bahasa Inggris Pemandu Wisata Merapi
Lava Tour di Desa Wisata Pendidikan Kembang Arum Turi Sleman**

A. Isilah data pribadi anda sebagai berikut (Pilihan 1 dan 3 adalah bersifat optional)

1. Nama :
2. Jenis Kelamin :
3. Umur :
4. Pendidikan Terakhir :
 - a. SMA
 - b. S1 (Mahasiswa)
 - c. D3 (lulusan/mahasiswa)
 - d. S1 (lulusan)
 - e. S2 (lulusan)
 - f. S3 (lulusan)

B. Berilah tanda lingkaran pada jawaban yang sesuai dengan pendapat anda (jawaban boleh lebih dari satu).

1. Apakah dalam pekerjaan anda membutuhkan Bahasa Inggris?
 - a. Iya.
 - b. Tidak.
2. Mengapa anda membutuhkan Bahasa Inggris?
 - a. Untuk dapat berkomunikasi dengan tamu asing.
 - b. Untuk mencari informasi dalam bahasa Inggris yang berkaitan dengan pekerjaan.
 - c. Untuk mendapat uang tambahan.
 - d. Untuk mendapat teman orang asing.
 - e. Alasan lain..
3. Apakah anda pernah berkomunikasi dengan tamu asing?
 - a. Iya.
 - b. Tidak.
4. Seberapa sering anda menggunakan Bahasa Inggris untuk berkomunikasi dengan tamu asing?
 - a. Tidak pernah.
 - b. Terkadang.
 - c. Sangat sering
 - d. Jarang
 - e. Sering
5. Bagaimana anda menggunakan Bahasa Inggris?
 - a. Telephone.

- b. Bertatap muka.
 - c. Surat.
 - d. Lain lain...
6. Dimana anda menggunakan Bahasa Inggris?
(responden dapat menjawab lebih dari satu jawaban.)
- a. Di jalan.
 - b. Di kantor.
 - c. Di pasar.
 - d. Di desa wisata
 - e. Di tempat makan
 - f. Di tempat umum
 - g. Lain lain...
7. Dengan siapa anda mempergunakan Bahasa Inggris?
- a. Orang asing
 - b. Orang pribumi (Indonesia)
8. Pernahkah anda belajar Bahasa Inggris?
- a. Iya.
 - b. Tidak.
9. Kapan anda terahir belajar Bahasa Inggris?
(Jawab saja dengan berapa lama waktu yang anda gunakan untuk belajar Bahasa Inggris)
10. Dalam tingkatan apa anda mnegerti tentang Bahasa Inggris?
- a. Tidak mengerti Bahasa Inggris sama sekali.
 - b. Dapat berbicara sedikit dengan Bahasa Inggris.
 - c. Mengerti apa yang dikatakan dalam Bahasa Inggris tetapi tidak dapat berkomunikasi dengan Bahasa Inggris.
 - d. Mengerti apa yang dikatakan dalam Bahasa Inggris tetapi dapat memberikan jawaban/respon dengan semampunya.
 - e. Bisa Berbahasa Inggris dengan lancar.
11. Apakah pendapat anda tentang Bahasa Inggris?
- a. Mudah.
 - b. Sulit.
12. Dalam hal apa anda menemukan kesulitan untuk berkomunikasi dengan tamu asing?
(responden dapat menjawab lebih dari satu jawaban.)
- a. Tidak mengetahui tentang kosa kata yang akan digunakan.
 - b. Tidak mengetahui cara pengucapan kata dengan benar.
 - c. Tidak mengerti arti dari kalimat yang diucapkan oleh tamu asing.

- d. Tidak dapat merangkai kata menjadi kalimat yang baik.
13. Keterampilan Bahasa Inggris apa yang anda butuhkan untuk dapat berkomunikasi secara baik dengan tamu asing?
- a. Mendengarkan.
 - b. Berbicara.
 - c. Membaca.
 - d. Menulis.
14. Materi Bahasa Inggris apa yang anda inginkan untuk dapat berkomunikasi dengan tamu asing dalam ruang lingkup pekerjaan anda?
- a. Sapaan
 - b. Perkenalan.
 - c. Menawarkan bantuan.
 - d. Meminta bantuan
 - e. Menceritakan tentang erupsi Gunung Merapi, lava tour, atau Mbah Maridjan.
 - f. Memberitahukan tentang rute atau denah perjalanan.
 - g. Membuka dan menutup percakapan.
 - h. Mengucapkan terimakasih dan selamat tinggal.
 - i. Menanyakan opini atau pendapat.
 - j. Lain lain...
15. Teknik pengajaran seperti apa yang anda inginkan?
(Responden dapat menjawab lebih dari satu jawaban.)
- a. Dalam bentuk kelompok atau berpasangan.
 - b. Bekerja sendiri sendiri.
 - c. Belajar sendiri.
 - d. Berinteraksi dengan guru.
 - e. Lain lain.
16. Teknik apakah yang efektif dapat membantu anda untuk mempelajari Bahasa Inggris?
- a. Membuat drama.
 - b. Berdiskusi.
 - c. Bercakap-cakap.
 - d. Diwawancarai.
 - e. Praktik secara langsung.
 - f. Permainan.
 - g. Bernyanyi.
 - h. Menggambar.
17. Input atau materi seperti apa yang anda sukai?
- a. Artikel dari majalah, koran, internet, dan lain lain...
 - b. Gambar.

- c. Recording.
- d. Dialog.
- e. Tata bahasa.
- f. Pengucapan
- g. Peta
- h. Iklan.
- i. Tabel atau grafik.
- j. Lain lain...

Terima Kasih.

Interview Guidelines of the Needs Analysis

1. Siapa namamu/kalian?
2. Mbak/Mas suka tidak belajar bahasa Inggris? Kenapa?
3. Untuk apa kalian belajar bahasa Inggris?
4. Kegiatan belajar bahasa Inggris apa saja yang kalian sukai?
5. Kegiatan apa yang sebenarnya kalian suka dalam belajar bahasa Inggris?
6. Kalian lebih suka kegiatan yang individu, kelompok atau pasangan?
7. Saat sedang memandu bahasa Inggris apa yang Mas/Mbak butuh kan?
8. Sulit atau tidak belajar bahasa Inggris?
9. Menurut Mas/Mbak, modul bahasa Inggris yang seperti apa yang kalian suka?
10. Materi apa yang Mas/mbak inginkan untuk dipelajari sebagai pemandu wisata?
11. Tema apa yang kalian suka untuk belajar bahasa Inggris?

Kuesioner Evaluasi Materi English Learning Module

Bapak/Ibu yang terhormat, kuesioner ini bertujuan untuk mendapatkan masukan tentang materi pembelajaran Bahasa Inggris berbantuan gambar. Penilaian Bapak atau Ibu sebagai responden penelitian sangatlah bermanfaat dalam pengembangan materi ini. Atas bantuannya, peneliti ucapkan terima kasih.

A. Isilah data pribadi anda sebagai berikut (Pilihan 1 dan 3 adalah bersifat optional)

1. Nama :
2. Jenis Kelamin :
3. Umur :
4. Pendidikan Terakhir :
 - a. SMA
 - b. S1 (Mahasiswa)
 - c. D3 (lulusan/mahasiswa)
 - d. S1 (lulusan)
 - e. S2 (lulusan)
 - f. S3 (lulusan)

B. Evaluasi Materi

Petunjuk pengisian.

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

SS: Sangat Setuju.

TS: Tidak Setuju.

S : Setuju.

STS: Sangat Tidak Setuju.

R : Ragu-ragu.

No.	Pernyataan	SS	S	R	T	STS
1.	Materi yang dibuat sudah sesuai dengan kebutuhan pekerjaan sebagai pemandu wisata.					
2.	Materi yang dibuat sesuai dengan tingkatan kemampuan Bahasa Inggris pemandu wisata.					

3.	Materi yang dibuat menantang /tidak terlalu mudah.					
4.	Materi yang dibuat membantu pemandu wisata dalam menjelaskan materi guiding kepada tamu asing.					
5.	mataeri yang dibuat mudah dipelajari tanpa bantuan instruktur.					
6.	materi yang dibuat mengandung materi tentang kosa kata, pelafalan, dan tata bahasa yang diselaraskan dengan keterampilan bahasa.					
7.	Teks yang digunakan dalam materi yang diujicobakan mempunyai kata-kata tambahan baru untuk pemandu wisata.					
8.	Teks di materi yang diujicobakan memakai tata bahasa yang benar.					
9.	Materi yang diujicobakan sudah sesuai dengan tujuan masing masing unit.					
10.	Materi yang diujicobakan di desain dengan urutan yang lebih mudah ke yang lebih sulit.					
11.	Aktifitas-aktifitas di materi yang diujicobakan cukup bervariasi.					
12.	Jumlah task dimasing masing unit memadai.					
13.	Instruksi-instruksi di materi yang diujicobakan mudah dipahami.					
14.	instruksi-instruksi di materi yang diujicobakan mudah dilakukan.					
15.	Penggunaan huruf besar dan warna bisa terbaca dengan jelas.					
16.	Huruf dengan cetak miring, cetak tebal, dan berwarna tidak dipakai secara berlebihan.					
17.	Ilustrasi relevan dengan dengan materi yang dujicobakan.					
18.	Posisi Judul, sub judul, teks, gambar, penjelasan, dan nomor halaman di cetak secara proporsional dan tidak mengganggu saya dalam memahami latihan yang sedang dikerjakan.					
19.	Secara keseluruhan, lay out materi yang diujicobakan menarik.					

Terima Kasih.

Appendix 2

Results of the Students' Need Analysis

Field Note of Classroom Observation

Day and date : Monday, May 26th 201
Time : 09.15 a.m. – 10.25 a.m.
Guides attended : 3 guides

Saat peneliti datang, suasana desa wisata tidak terlalu ramai karena bukan hari libur. Suasana sangat asri dan hanya terlihat lima orang pemandu dan pegawai dari desa wisata. Saat itu peneliti datang untuk melihat situasi dan kondisi lapangan serta untuk bertanya tentang jumlah dan background dari para pemandu wisata. Dari percakapan dan observasi yang peneliti amati peneliti dapat melihat dan mengobservasi keadaan, situasi, serta hal hal yang dianggap dapat memberikan segala informasi yang di butuhkan peneliti.

Peneliti saat itu dapat berkomunikasi dengan dan bertanya jawab dengan pemandu yang saat itu bertugas di desa wisata. Saat peneliti datang ada beberapa wisatawan domestik yang datang bukan untuk berwisata tetapi untuk mencari informasi tentang daftar harga serta paket apa saja yang ditawarkan desa wisata kepada tamu yang datang. Dari percakapan antara tamu dan pemandu peneliti juga ikut mengamati paket wisata apa yang diminati oleh tamu. Dan saat itu tamu tertarik dengan paket out bond dan lava tour.

Peneliti dapat menyimpulkan bahwa paket wisata lava tour sangat diminati oleh wisatawan, baik manca negara maupun wisatawan dalam negeri. Sehingga

observasi selanjutnya peneliti ingin memberikan angket yang dibutuhkan pemandu tentang apa saja yang pemandu butuhkan pada saat melakukan lava tour.

Interview Transcript of Need Analysis with Guides

Day & Date : Tuesday, May 20th 2014
Place : Desa Wisata Kembang Arum
Interviewee : Guide

Interview 1 (with Kartika Nur)

R : Researcher, G : Guide

R : *Selamat pagi mbak. Saya mau tanya tanya boleh mbak?*

(Good morning, may i ask you something?)

G : *Silahkan.* (please)

R : *Kalau mau lava tour mbak mempersiapkan apa aja ya mbak?*

(What must you do in conducting a tour?)

G : *Kalau harusnya sih bisa jelasin tentang sejarahnya, tokoh-tokohnya sama kejadian-kejadian terkait mbak..*

(I should be able to explain about the history, the spiritual guide characters in the lava tour and the related event that happen recently)

R : *Oh gitu.. terus untuk bahasa Inggris nya sendiri, harusnya mbak bisa berbahasa Inggris yang semacam apa mbak?*

(I see, then what kind of language fuction that you should mastery?)

G : *Ya harusnya saya bisa pake tenses bener mbak, terus juga harus bisa pake istilah-istilah spesifik untuk jelasih tentang hal-hal terkait tour wisata*

(I should mastery the tenses to tell the story correctly and also I should be able to use the specific terms to explain the guiding content.)

R : *Oh gitu.. terus apa lagi mbak?*

(I see.. What else do you need to do?)

G : *Hmm, harusnya kita juga bisa pakai kata-kata dan ekspresi yang lazim dipakai mbak, biar lebih natural.*

(We should use the commonly use expressions and diction to make the natural English conversation)

R : *Oh ya.. Menurut mbak, mbak sudah bisa melakukan itu belum?*

(And do you think you can do it or not?)

G : *Sebagian ada yang sudah bisa, tapi banyak juga yang belum bisa. Apalagi untuk spontan pakai ekspresi-ekspresi yang natural di Bahasa Inggris mbak.*

(I can do some, but there are still many things I cannot do. Especially to use the natural English expressions.)

R : *oh begitu ya mbak. Trimakasih. (I see okay, thank you.)*

(I see okay, thank you.)

Interview 2 (with Yogha Permana Putra)

R : Researcher, G : Guide

R : *halo mas, apa kabar?*

(Hello, how are you?)

G : *Baik mbak, terimakasih.*

(I'm fine, thank you.)

R : *Mas bisa bahasa inggris?*

(Can you speak English?)

G : *Sedikit mbak.*

(Just a little.)

R : *Mas pengen belajar materi Bahasa Inggris yang seperti apa mas?*

(What kind of English materials do you need?)

G : *Ya materi tentang lava tour mbak, tentang memberi salam atau memperkenalkan diri, kasih pendapat, atau salam perpisahan lah mbak yang bener itu gimana.*

(The materials which provide the right vocabulary related to *lava tour*, greeting, introduction, giving opinion, or say goodbye.)

R : *Mas nya udah bisa belum materi itu?*

(Do you think you can do it in right way or not?)

G : *Belum mbak.*

(Not yet.)

R : *Trimakasih mas.* (Thank you.)

The Result of Need Analysis

No	Statement	Percentage
1.	Do you need English in your job?	
	c. Yes	100%
	d. No	0%
2.	Why do you need English?	
	c. To communicate with foreign guess	90%
	d. To access information in English related to your job	30%
	c. To get extra income	10%
	d. To get foreign fellows	10%
	e. Other reason	0%
3.	Do you ever communicate with foreign guest?	
	f. Yes	100%
	g. No	0%
4.	How often do you use English to communicate with foreign guest?	
	a. Never	0%
	b. Sometimes	50%
	h. Very often	0%
	i. Seldom	50%
	j. Often	0%
5.	How do you use English?	
	e. Telephone	0%
	f. Face to face	80%
	g. Letter	0%
	h. Others	20%
6.	Where do you use English?(The respondents may give more than one answer)	
	f. On the street	40%
	g. In the office	10%

	h. In the market	0%
	i. In the desa wisata	100%
	j. Others	0%
7.	Whit whom do you use English?	
	c. Native speakers	100%
	d. Non-native speakers	0%
8.	Have you learned English before?	
	b. Yes	90%
	b. No	10%
9.	When was the last time you learned English?	
	a. Senior High School	50%
	b. College	40%
	c. Mention others...	10%
10.	What level of English do you have?	
	h. Do not understand English at all.	10%
	i. Speak a little bit of English.	10%
	j. Understand people who speak English but cannot communicate using it.	0%
	k. Understand people who speak English and able to give response minimally.	80%
	l. Able to speak English fluently.	0%
	m. Others	0%
11.	What is your opinion toward English?	
	c. Easy	10%
	d. Difficult.	90%
12.	In which part you find difficulty in using English to communicate with foreign guest?(the respondents may give more than one answer)	
	f. Do not know the vocabulary that they want to say	80%
	g. Do not know the pronunciation of vocabulary that they want to say.	40%
	h. Do not understand the meaning of the words said by the guest.	10%
	i. Are not able to arrange the words into a good sentence.	10%
13.	What kind of English skills do you think need to be developed in order to make them to be able to communicate with guest?	
	g. Listening	20%
	h. Speaking	80%
	i. Reading	0%

	j. Writing	0%
14.	What English language functions do you need to be learn to communicate with foreign guest in your work?	
	a. Greeting	70%
	b. Introduction	80%
	c. Overing service	60%
	d. Asking for help	0%
	e. Telling story about eruption, lava tour, or spiritual guide.	80%
	f. Giving direction	10%
	n. Initiated and ended conversation.	40%
	h. Saying Thanks and goodbye.	70%
	i. Times.	60%
15.	What kind of teaching technique appeal to you?	
	a. In group or in pairs	90%
	b. Individual work.	70%
	c. Autonomous	0%
	d. Make interaction with the teacher.	10%
	j. Others..	0%
16.	What kind of effective technique that can help you in learning English?	
	a. Role-playing.	10%
	b. Discussion.	80%
	c. Conversation.	70%
	d. Interview.	0%
	k. Practice.	60%
	l. Games.	10%
17.	What kind of input do you like? <i>[Input]</i>	
	a. Articles from magazines, internet, etc.	80%
	b. Pictures.	70%
	c. The transcript from listening session	20%
	d. Dialogues.	60%
	e.English grammar.	0%
	f. Phonetic transcription	60%
	g. Map.	0%
	h. Advertisements.	0%
	i. Design Graphic ot table.	0%

Thank You

Appendix 3

Course Grid

DEVELOPING LEARNING ENGLISH MODULE FOR MOUNT MERAPI LAVA TOUR GUIDES IN DESA WISATA KEMBANG ARUM DONOKERTO TURI SLEMAN COURSE GRID

UNIT 1	Competent						
	Topics	Basic competencies	Function	Example of expression	Key Vocabularies	inputs	Task
	Good morning	a. ability to greet someone and give response to the greeting.	Greeting	Good morning, good afternoon, hello	Greet, good, morning, name, hello, leave, goodbye, stay, visit, off, time, o'clock, a.m., p.m.,	Picture Conversation	<p>A. Warming up/Starter</p> <p>1. Answer the following question based on personal experiences.</p> <p>B. Focus on Content</p> <p>1. Listening to the recording.</p> <p>2. Complete the following conversation with the most appropriate words.</p> <p>3. Read the following conversation between a guide and a guest.</p> <p>C. Focus on Language.</p> <p>1. Studying the expression of greeting and introduction.</p> <p>2. Studying the expression of leave-taking and telling time.</p> <p>D. Focus on Communication.</p> <p>1. Work in pairs and practice simple greeting and introduction with your friends.</p> <p>2. Work in pairs and practice with your partner to say goodbye and asking the time.</p>
	Introduc tion	b. ability to introduce and give response to the introduction.	Introduction	My name is.. Let me introduce..			
	Good bye/ leave taking.	c. ability to say goodbye and give response to someone who says goodbye.	Saying goodbye	Good bye, See you, Bye			
	Times	d. ability to telling time in right ways to someone who asking about time,	Telling time	twelve o'clock			

UNIT 2	Competent						
	Topics	Basic Competencies	Function	Example of expression	Key Vocabularies	Inputs	Task
	Mount Merapi	a. ability to telling the history about Mount Merapi Eruption.			Mount, eruption, spirit guardian, lava, effects, tour	Picture Text	A. Warming up/Starter 1. Answer the following question based on personal experiences.
	Mind Mapping	b. ability to make mind mapping based on text					B. Focus on Content 1. Read the following text carefully. 2. Answer the following question based on text. C. Focus on Language. 1. Studying the difficult words based on text. D. Focus on Communication. 2. Work in pairs and practice with your partner to make Mount Merapi Mind Mapping.

UNIT 3	Competent						
	Topics	Basic Competencies	Function	Example of expression	Key Vocabularies	Inputs	Tasks
	Create your own story	a. ability to use past simple tense.	Past simple tense		opinion, think, ask, feel, believe, trip, idea.	Text Picture	<p>A. Warming up/Starter</p> <p>1. Answer the following question based on personal experiences.</p> <p>B. Focus on Content</p> <p>1. Change the verb in the brackets into the past participle to make a good sentence.</p> <p>C. Focus on Language.</p> <p>1. Studying the past simple tense.</p> <p>2. Studying the expression of asking and giving opinion.</p> <p>D. Focus on Communication.</p> <p>1. Work in pairs. Make a simple paragraph using the following mind mapping.</p> <p>2. Work in pairs. By turns please make a role play using the following procedure.</p>
	Asking and giving opinion	b. ability to ask for one's opinion about something.	asking and giving opinion	asking opinion: What do you think about this trip?			

Appendix 1
Research
Participants

List of Guides in Desa Wisata Kembang Arum.

No.	Names	Sex
1.	Yogha Permana Putra	M
2.	Bara Wangsit Saputra	M
3.	Yulius	M
4.	Sukeni	M
5.	Mahendra Saputra	M
6.	Sutanto Nugroho	M
7.	Indro	M
8.	Fitra Rahadiya	M
9.	Kartika Nur Handayani	F
10.	Devi Permata Sari	F

List of Experts of the Materials Design

No.	Names	Group of Respondents	Educational Background	Teaching Experience (years)
1.	Endarti, S.Pd.	Kinderstation teacher	UG	> 4 years
2.	Pradana Akbar, S.Pd.	Interprime College teacher	UG	0-2 years
3.	Pasiningsih, S.Pd.	Fastrack Fun School Teacher	UG	> 4 years

Appendix 1

Product

**I AM YOUR GUIDE
TODAY!!!**



UNIT 1

HELLO MISTER AGGER!

TASK 1. LOOK AT THE PICTURE BELOW AND ANSWER THE FOLLOWING QUESTION BASED ON YOUR PERSONAL EXPERIENCE



1. Do you ever greet to foreign guests?
2. Do you ever introduce yourself to foreign guest?

TASK 2. LISTEN AND REPEAT

(please listen to the following recording...)



TASK 3. STUDY THE EXPRESSION GREETING AND INTRODUCTION

Greetings

Hello, .../ Hi, ...

Good morning/ afternoon/ evening.

Good (nice) to see you again.

I'm glad/ happy/ pleased to see you.

How are you? - Fine, thanks. And you?

How have you been? - Very well. And you?

How are things? - Not too bad, thanks.

Introductions

Introducing oneself

Can/ May I introduce myself? My name's Yoga.

Let me introduce myself. My name's

I'd like to introduce myself. I'm

Making contact

Excuse me, are you Mrs ... ? - Yes, that's right.

Hello, you must be Mrs

You are Mr ..., aren't you?

How do you do? - How do you do?

Nice to meet you. - Nice to meet you, too.

Please, call me ...

TASK 4. COMPLETE THE FOLLOWING CONVERSATION WITH THE MOST APPROPRIATE WORDS OR PHRASES

Guide: Sandi **Guest:** Daniel Agger

Sandi: Excuse me, Daniel Agger?

Agger: Yes, that's

Sandi: May I myself? I'm Tiara Sandi. How do you do?

Agger: Ms. Tiara Sandi.

TASK 5. WORK IN PAIRS AND PRACTICE SIMPLE GREETING INTRODUCTION WITH YOUR FRIENDS



TASK 6. READ THE FOLLOWING CONVERSATION BETWEEN A GUIDE AND A GUEST

Guest: Good morning! I will go to the Merapi Mountain Lava Tour this morning.

Guide: Oh, Hello. I'm Tiara. You will go with me.

Guest: Oh, My name is Daniel Agger. Or just call me Agger. So, are you the guide?

Guide: Yes sir. I'm your tour guide.

Guest: Great!!

Guide: So, today we will go to Merapi Mountain via alternative lava tour road. We will go through the alternative road So, just tell me if you want to stop to take some pictures.

Guest: Oh, are we allowed to take picture on a trip?

Guide: Sure Mr. Agger you can take a pictures.

Guest: Thank you Tiara.

Guide: By the way, have you ever been seating in the back of jeep before?

Guest: hmmmnn.. not yet.

Guide: Okay, just be careful. You better jump from the left side and don't be affraid, I've been driving for 3 years. He he.

TASK 7. STUDY THE FOLLOWING GOODBYE AND TIMES

Good bye/ Bye/ I'll say good bye/ See you later/ See you soon.

I must go now

I (really) must be going.

I must be off.

I'm afraid I've got to go.

It's getting (very/ rather) late.

I've enjoyed talking to you.

It's been (most) interesting talking to you.

Thanks for everything.

Thank you for (all) your help.

Thank you for coming.

Have a good trip- Thank you



Time

Learn to talk about time and ask the time in English.

Time 1

When it's "on the hour" we say "o'clock". But only when it's on the hour.



tWELVe o'CLOCK



SiX o'CLOCK



oNE o'CLOCK



SeVEN o'CLOCK

Because it can be difficult to say whether 12 o'clock is during the day or the night, we use two special terms.



00:00 and 24:00

= tWELVe MidNIGHT (oF MidNIGHT)



12:00

= tWELVe NOON (oF NOON)

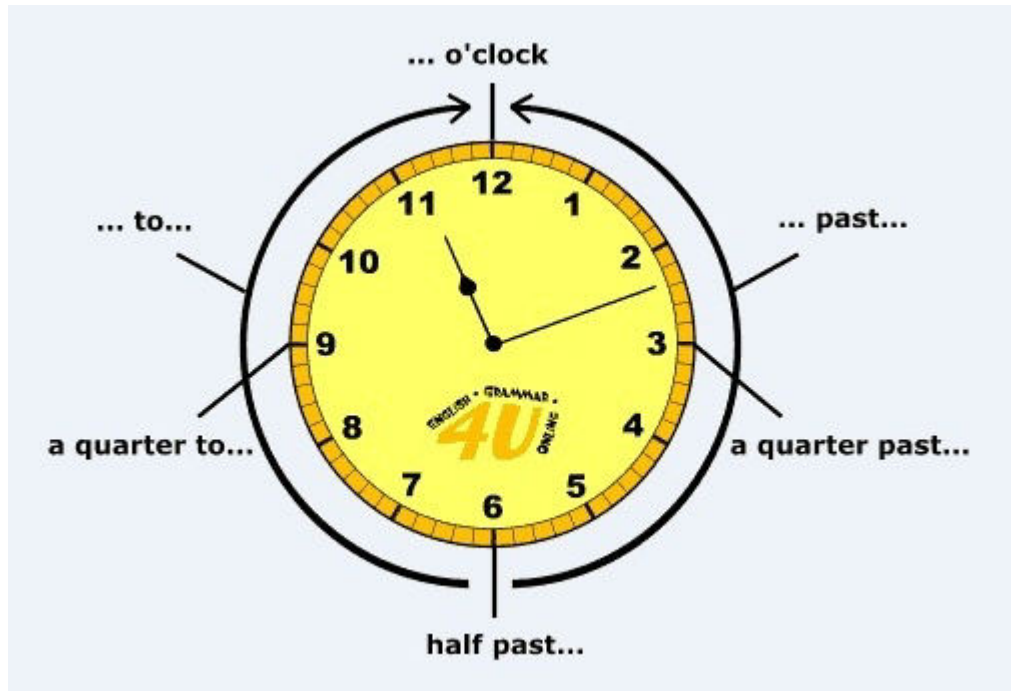
Time 2

In five minute increments, when it's past the hour (up to 30 minutes past) we say "past". When it's before the hour (after 30 minutes past) we say "to".

There are 60 minutes in an hour.

30 minutes is half an hour, we say "half past" or "thirty".

15 minutes is quarter of an hour, we say "quarter past" or "fifteen" or "quarter to" or "forty-five".



How to ask the time in English.



Q : Excuse me. What time is it, please?

A : It's exactly eight o'clock.



Q : Excuse me. Do you have the time, please?

A : It's half past twelve.



Q : Excuse me. Could you tell me the time, please?

A : It's about half past eleven.

Writing the time.

- morning	00:01 - 11:59
- a.m. - stands for Ante Meridiem (the time between midnight and noon)	00:01 - 12:00
- noon or midday	12:00
- p.m. - stands for Post Meridian (after noon)	12:01 - 24:00
- afternoon	12:01 - 18:00
- evening	18:01 - 22:00
- night	22:01 - 24:00
- midnight	24:00 / 00:00

When writing or speaking generally we tend to use the 12-hour clock.

The 24 hours of the day are divided into two periods called :

- a.m. (Latin "ante meridiem" | English: "before mid day")
- p.m. (Latin "post meridiem" | English: "after mid day").

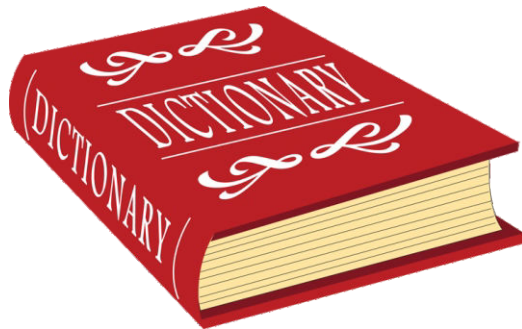
The way people write the time varies. We prefer a.m. and p.m.

TASK 8. WORK IN PAIRS AND PRACTICE WITH YOUR PARTNER TO SAY GOODBYE AND ASKING THE TIME



Vocabulary Corner :

Castle:/'k ɑ :s(ə)l/:Istana
Guide:/g aɪd/:pemandu
Good:/gʊd/:baik
Hesitate:/'hezɪteɪt/:ragu-ragu
Hour :/'aʊə/:jam
Half:/h ɑ :f/:setengah
Lunch:/lʌn(t)ʃ/:makan siang
Past:/p ɑ :st/:lalu, lewat, melewati
Quarter:/'kwɔ:tə/:seperempat
Restaurant:/'rest(ə)rɒnt/:restoran
Tough:/tʌf/:sulit
Tour:/tʊə/:wisata



-----**FINISH**-----

UNIT 2

MERAPI MOUNTAIN



"The name Merapi could be loosely translated
as 'Mountain of Fire'."

The etymology of the name came from Meru-API;
from the Javanese combined words; Meru means "mountain"
refer to mythical mountain of Gods in Hinduism,
and api means "fire". (Wikipedia)

TASK 1. ANSWER THE QUESTION BASED ON YOUR PERSONAL EXPERIENCE

1. What do you know about Merapi Mountain?
2. What do you know about Merapi Eruption?
3. Do you ever talk about lava tour?
4. Do you know mbah Maridjan?

TASK 2. READ THE FOLLOWING TEXT

MOUNT MERAPI

Mount Merapi is located in South East Asia in the country of Indonesia. It is North of Yogyakarta and West of Solo on the island of Java. It is an active volcanic mountain It is 1,700m high and has been erupting regularly since the 1500s. In late October and early November 2010, eruptions at Indonesia's Mount Merapi produced ash plumes, lahars, and pyroclastic flows. The volcano also released sulfur dioxide, a colorless gas that can harm human health and cool Earth's climate. The volcano and its eruptions were caused by the Indo-Australian Plate being subducted beneath the Eurasian Plate. The volcano is located on a destructive plate margin at a subduction zone and is part of the Pacific Ring of Fire.

The effects of merapi eruption are primary (caused directly by the volcano), and secondary (result from primary effects). The primary effects are volcanic bombs and hot gases of up to 800°C spread over 11km away, pyroclastic flows spread 3km down the mountain, ash fell up to 30km away and 5km into the sky. 15km away, villages were under 30cm of ash, and sulphur dioxide was blown across Indonesia and as far South as Australia. The secondary effects are Vegetable prices increased because of the damage to crops, Emergency shelters had to be moved over 15km away,

Danger area extended to 20km from the mountain and 278,000 people living in this area had to flee their homes, Planes were grounded in Western Australia because of the risk of damage to aircraft from the ash cloud, and Planes were grounded in Western Australia because of the risk of damage to aircraft from the ash cloud.

If we talk about Mount Merapi and eruptios, we also talk about Mbah Maridjan (the spiritual guardian). Mas Penewu Surakso Hargo, better known as Mbah Maridjan ("Grandfather Maridjan") was the spiritual guardian or "gatekeeper" of the Indonesian volcano Mount Merapi. His birthplace was in the mountainside hamlet (Javanese language-dukuh) of Kinahrejo, Umbulharjo Village, Cangkringan District, of the Sleman Regency. He was killed at the age of 83 by a pyroclastic flow that destroyed his home in the village of Kinahrejo during the 2010 eruption of Mount Merapi.

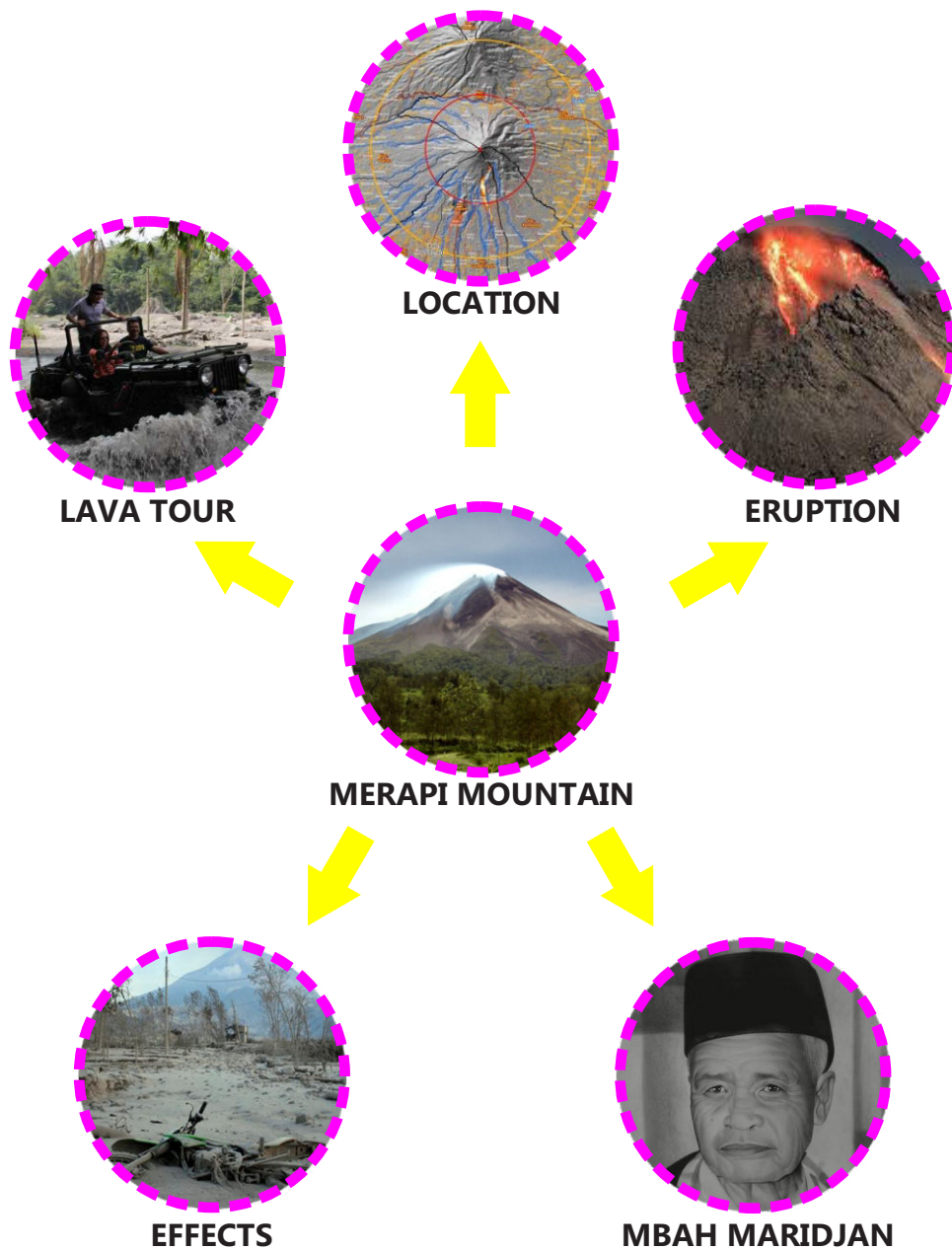
A year after Merapi eruption, Lava Tour becomes a special interest for the tourist in the form of a stretch of land damaged by the eruption of Mount Merapi. The existence of the tourist activity makes a lot of people who depend economically on it. Based on the social aspects of tourism, Lava Tour received positive support from the local community, while relied on the economic aspect, Lava Tour improved the economic condition of the community and of aspects of the physical environment showed that the presence of Lava Tour activity area which was damaged by the eruption of Mount Merapi, the damaged areas can be recovered.

<http://handygeography.wordpress.com/gcse/the-restless-earth-revision-materials/volcano-case-study-mt-merapi/>

TASK 3. ANSWER THE FOLLOWING QUESTION BASED ON TASK 2

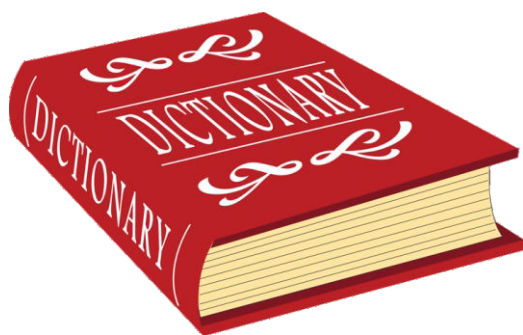
1. What type of mountain is Mount Merapi?
2. When did Mount Merapi in Indonesia last eruption?
3. What happen when Mount Merapi Eruption?
4. What are the effect of Mount merapi Eruption?
5. Who is Mbah Maridjan?
6. What is the influence of Mount Merapi to people who lives near Mount Merapi?

TASK 4. MERAPI MOUNTAIN MIND MAPPING



Vocabulary Corner :

Ash :/əʃ/:debu
Aircraft:/ˈɛ:kɾɑ :ft/:pesawat
Beneath:/bɪˈni:θ /:dibawah
Climate:/ˈklɪmæt /:iklim
Damage:/ˈdɑmɪdʒ/:dampak
Destructive:/dɪˈstrʌktɪv /:merusak
East:/i:st/ :timur
Eruption:/ɪˈrʌpʃ(ə)n/:erupsi
Guardian:/ˈgɑ :dɪən /:penjaga
Hamlet:/ˈhɑmlɪt/:dukuh
Lahar:/ˈlɑ :hɑ :/:awan panas
Lava:/ˈlɑ :və /:lahar
Mountain :/ˈmɑʊntɪn/:gunung
North:/nɔ:θ/:utara
Pyroclastic:/ˌpɪrə(ʊ)ˈklastɪk/:piroklastik
South:/saʊθ/:selatan
Sulfur :/ˈsʌlfər/:sulfur
Dioxide:/dɪˈɒksɪd /:dioksida
West:/wɛst /:barat



-----**FINISH**-----

UNIT 3

CREATE YOUR OWN STORY!



TASK 1. ANSWER THE QUESTION BASED ON YOUR PERSONAL EXPERIENCE

1. Do you still remember about Mount Merapi Eruption?
2. Do you still remember about Mbah Maridjan the spirit guardian?
3. What do you know about Mount Merapi Lava Tour Trip?
4. Do you ever talk to foreign guest during the trip?
5. Do you still have your Mount Merapi mind mapping?

TASK 2. STUDY THIS CAREFULLY

Use the past simple to talk about activities or routines which take place at a specified time in the past.

Positive Form :

Subject + past form of verb + object (s) + time.

V2

Example : I went to Mount Merapi yesterday.

Negative Form :

Subject + did + not + base form of verb + object(s) + time.

V1

Example : Susan didn't understand your explanation.

Question Form :

(WH ?) + did + subject + base form of verb + (object(s)) + (time) ?

V1

Example: where did you go on trip last Sunday?

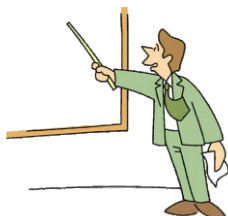
http://esl.about.com/od/beginningenglish/ig/basic_english_past_simple.htm

Note that when we tell a story, we usually use the past simple tense. We may use the past continuous tense to "set the scene", but we almost always use the past simple tense for the action. Look at this example of the beginning of a story :

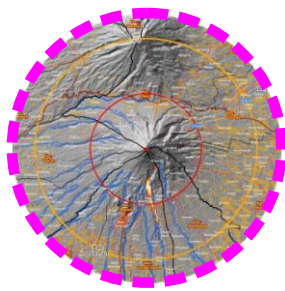
Two volcanoes erupted Monday in Indonesia, prompting warnings for flights and evacuation preparations, official said. Hours earlier, Mount Merapi, Indonesia most volatile volcano in Central Java, spewed volcanic ash about 2,000 meters (6,500 feet) into the sky, causing ash to fall in several towns. National Disaster Management spokesman Sutopo Purwo Nugroho said about 600 families have gathered for a possible evacuation. Merapi, which is in Yogyakarta province, killed more than 300 people and caused the evacuation of 20,000 villagers when it burst back to life in late 2010.

Change the verb in the brackets into the past participle to make good sentence.

1. Many active volcanic mountains in Indonesia (is) explode on the 21st Century.
2. Where (do you go) on vacation last summer?
3. We (take) a jeep to Mount Merapi Lava Tour last week.
4. That woman (buy) a new map this morning.
5. They (capture) a beautiful Mount Merapi picture.



TASK 4. WORK IN PAIRS. MAKE A SIMPLE PARAGRAPH USING THE FOLLOWING MOUNT MERAPI MIND MAPPING



LOCATION



ERUPTION



EFFECTS



MBAH MARIDJAN



LAVA TOUR

TASK 5. WORK IN PAIRS. BY TURNS PLEASE MAKE A ROLE PLAY USING THE FOLLOWING PROCEDURE

(One of you will act as guest and asking about lava tour and another as a guide who answer the question, greeting and introduction her self and explain about lava tour.)

TASK 3. **STUDY** THE EXPRESSION OF **ASKING** OPINION BELOW

Asking opinion	Giving Opinion
<p>How was the trip?</p> <p>How do you like your new guide?</p> <p>How do you think of Suny idea?</p> <p>How do you feel about this vacation?</p> <p>What are you feeling about it?</p>	<p>I think (that).....</p> <p>In my opinion.....</p> <p>As I see...</p> <p>If you ask me, I feel.....</p> <p>.....</p>

Other examples:

Those expressions are used to ask for opinions.

What do you think of this Jeep?

So, do you think should take those sale packages?

Those expressions are used to give opinions.

I think the other one's better.

In my opinion, you should buy the sale packages.

Other expression that you can also use :

Asking opinion	Giving Opinion
<p>What is your opinion?</p> <p>What do you think of?</p> <p>How do you feel about?</p> <p>How do you see?</p>	<p>I think...</p> <p>I believe...</p> <p>I feel....</p> <p>It seems to me...</p>

Vocabulary Corner :

Evacuation: /ɪˌvækjʊˈeɪʃ(ə)n /:evakuasi

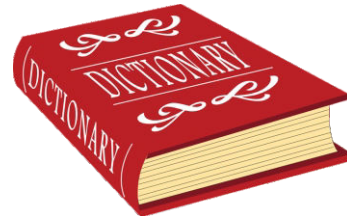
Disaster: /dɪˈzɑːstə /:bencana

Opinion: /əˈpɪnjən/:opini

Package: /ˈpækɪdʒ/:paket

Volcanoes: /vɒlˈkeɪnəʊ/:gunung berapi

Volatile: /ˈvɒlətaɪl/:bergolak



Traveling Dictionary :

Traincation : liburan naik kereta

Daycation : liburan satu hari

Spacation : liburan untuk spa di tempat tujuan

Momcation : liburan bareng ibu atau orangtua

Floatel : hotel terapung

Weighcation : liburan sambil diet

Volunturism : liburan sebagai relawan

Glamping : wisata murah yang sedikit lebih mahal dari backpacking

Mancation : liburan 'macho' seperti main paintball dan nonton balap F1

Babymoon : liburan saat hamil tua

Dogcation : liburan bareng anjing atau binatang peliharaan

Neighcation : liburan naik kuda di tempat tujuan

Intuitive medical : menggantikan kata 'wellness' alias wisata kesehatan

Spafari : wisata spa di tempat safari

Doga : wisata yoga bareng hewan peliharaan

Cinetourism : wisata ke tempat-tempat yang terkait dengan film

Jetiquette : bagaimana harus bersikap di dalam pesawat

Flightseeing : melihat pemandangan dari dalam pesawat

Digital detox : liburan tanpa ponsel, tablet, atau laptop

Twixmas : liburan singkat antara Natal dan Tahun Baru

Brokepacking : backpacking bangkrut murah meriah.

Sumber : http://www.tipswisatamurah.com/p/blog-page_19.html

-----**FINISH**-----